

Appendix G: LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g) **2011-2012**

LEA School Application: Tier I and Tier II

**The LEA must complete this form for *each* Tier I or II school
applying for a school improvement grant.**

School Corporation

Indianapolis Public Schools

Number 5385

School Name **TC HOWE COMMUNITY HIGH SCHOOL (Grades 7-12)**

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

Turnaround

Restart

Transformation

Closure

Assurances

Indianapolis Public Schools assures that it will

- X 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- X 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- NA 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- X 4. Report to the SEA the school-level data required under section III of the final requirements.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➤ *Instructions:*

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing Schools."
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ ***Instructions:***

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

**2011 AYP data will not be available from the IDOE until July 22, 2011 (target date).
The most recent AYP data currently available is reported below (2010 AYP results).**

| Student groups not meeting AYP (list groups below) | % of this group not meeting AYP | # of students in this group not meeting AYP | How severe is this group's failure? (high, medium, low) | How unique are the learning needs of this group? (high, medium, low) |
|--|---------------------------------|---|---|--|
|--|---------------------------------|---|---|--|

English/Language Arts

| | | | |
|----------|-------|-----|---|
| Overall | 61.2% | 302 | High: Reflects larger percentage than 2008 AYP |
| Black | 71.5% | 146 | High: Reflects larger percentage than 2008 AYP |
| Hispanic | 43.7% | 22 | High: "N" size less than 30 in 2008; AYP results not reported |

| | | | |
|----------------|-------|-----|---|
| White | 56.3% | 121 | High: Reflects larger percentage than 2008 AYP |
| Free & Reduced | 62.3% | 267 | High: Reflects larger percentage than 2008 AYP |
| LEP | 50.0% | 16 | High: "N" size less than 30 in 2008; AYP results not reported. English is not the first language in many homes. Students not fluent in native language. |
| Special Ed | 84.6% | 121 | High: Reflects larger percentage than 2008 AYP |

Mathematics

| Student groups not meeting AYP | % of this group not meeting AYP | # of students in this group not meeting AYP | How severe is this group's failure (high, medium, low); How unique are the learning needs of this group? |
|--------------------------------|---------------------------------|---|--|
| Overall | 52.0% | 256 | High: But does reflect fewer students than 2008 AYP |
| Black | 68.1% | 139 | High: Reflect higher percentage than 2008 AYP |
| Special Ed | 70.7% | 101 | High: But does reflect fewer students than 2008 AYP |

| | |
|---|---|
| <p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> | <p>What is at the “root” of the findings? What is the underlying cause?</p> |
|---|---|

SUMMATIVE ACHIEVEMENT FINDINGS

In the development of the SIG grant proposal, key needs were identified based on the most recently available data. Those 2010 data findings (e.g., 2010 ISTEP+ & ECA results) are reflected throughout this proposal. Preliminary 2011 ISTEP + data results (as of June 27, 2011) are provided as additional information. Complete ECA results for 2011 (including all testing data points) are not yet available.

ISTEP+ (Grades 7 & 8)

| Grades 7 & 8 | English/LA ISTEP+ Disaggregated by STUDENT GROUPS | | | HOWE |
|---|---|-------------|-------------|-------------|
| | HOWE CHS | | IPS | Preliminary |
| | Spring 2009 | Spring 2010 | Spring 2010 | Spring 2011 |
| Overall (all students) | 31.69% | 31.31% | 44.21% | 42% |
| Black students | 29.93% | 25.44% | 40.75% | 35% |
| Hispanic students | 37.29% | 51.92% | 46.95% | 52% |
| White students | 32.49% | 33.06% | 49.85% | 48% |
| Multiracial/American Indian | 20.00% | 35.14% | 54.84% | 40% |
| Free & Reduced Lunch | 31.06% | 30.45% | 42.88% | 42% |
| Paid Lunch students | 40.00% | 45.65% | 56.87% | 64% |
| Special Education | 6.73% | 7.18% | 14.54% | 18% |
| Limited English Proficient | 24.14% | 48.00% | 30.76% | 64% |
| <i>Statewide E/LA pass rates Overall in Gr 7 = 72% and Gr 8 = 69%</i> | | | | |

2010 English/Language Arts performance Overall is more than 10 percentage points lower than the district average and dramatically lower than achievement statewide, for nearly every student group. Most notably, the two lowest-performing groups are special education students and students who are Black.

Preliminary 2011 E/LA data indicate significant increases in results for every subgroup, except Hispanic students—where performance remains level. The lowest performing groups continue to be Black students and students with disabilities.

| Grades 7 & 8 | Math ISTEP+ Disaggregated by STUDENT GROUPS | | | HOWE |
|---|---|-------------|-------------|-------------|
| | HOWE CHS | | IPS | Preliminary |
| | Spring 2009 | Spring 2010 | Spring 2010 | Spring 2011 |
| Overall (all students) | 33.10% | 37.37% | 47.97% | 48% |
| Black students | 23.81% | 23.25% | 40.53% | 34% |
| Hispanic students | 38.98% | 55.77% | 58.89% | 59% |
| White students | 36.55% | 46.28% | 58.49% | 58% |
| Multiracial/American Indiana | 45.00% | 40.54% | 52.80% | 50% |
| Free & Reduced Lunch | 32.32% | 35.95% | 47.10% | 47% |
| Paid Lunch students | 43.33% | 54.35% | 57.64% | 82% |
| Special Education | 13.46% | 18.23% | 26.22% | 27% |
| Limited English Proficient | 27.59% | 52.00% | 46.57% | 60% |
| <i>Statewide Math pass rates Overall in Gr 7 = 73% and Gr 8 = 72%</i> | | | | |

While performance in Mathematics increased from 2009 to 2010, achievement levels are also 10 percentage points lower than the Overall district average. With the exception of LEP students, all student groups fall below the district average and well-below statewide averages.

Preliminary 2011 Math results show dramatic gains for all student groups. The lowest performing groups appear among Black students and students with disabilities.

| 2010 Median Growth Performance | | | | |
|--------------------------------|-------------|-------------|-------------|-------------|
| Grades 7 & 8 | HOWE CHS | | IPS | |
| | Spring 2009 | Spring 2010 | Spring 2009 | Spring 2010 |
| English/Language Arts | 28.5 | 35 | 37 | 42 |
| Mathematics | 32 | 25 | 38 | 38 |

IDOE "Quadrant Designation" for HOWE: E/LA (LGLA) and Math (LGLA)

0-34 = low growth; 35-65= typical growth; 66 and higher = high growth

While the **rate of growth increased** for English/Language Arts between 2009 and 2010, it dropped for Mathematics. Students continue to fall into the **Low-Growth/Low-Achievement** category for both English/Language Arts and **Mathematics** growth performance.

2011 Growth results will not be available until the IDEE computes final ISTEP+ data in August 2011.

End of Course Assessments (2010 Data)

| Biology | N | # Pass | % Pass | N | # Pass | % Pass | # Pass | % Pass |
|---------|-----|--------|--------|------|--------|--------|--------|--------|
| 2010 | 130 | 9 | 6.9% | 1753 | 271 | 15.5% | 27689 | 37.0% |

The most recent End of Course Assessment pass rates are unacceptably low. While **Algebra I** has **dramatically-increased** to 33.3 percent in 2010 (up from 4.5 percent in 2008 and 16 percent in 2009), the pass rate is nearly 50 percent lower than the statewide average.

English 10 ECA was administered for the first time, last year. **Less than 30 percent** of students taking the test **passed**, while the statewide average pass rate was 63 percent.

As is the case, statewide, the **lowest ECA performance** occurs in **Biology**. Only **6.9 percent** of 130 students tested **passed**, as compared to an average of 37 percent statewide.

The following Chart shows the **2010 Algebra I** performance, **disaggregated by student groups**. The numbers of Multiracial and LEP students tested were too small for disaggregation; the **lowest performance** occurred among **Black** students and **students with disabilities**.

| 2010 Percent Pass ALGEBRA I -- Disaggregated by STUDENT GROUPS | | | |
|--|-------------|------------|----------------|
| HOWE CHS | Howe % Pass | IPS % Pass | Indiana % Pass |
| Overall (all students) | 33.33% | 30.21% | 61.00% |
| Black Students | 28.21% | 23.63% | 33.35% |
| Hispanic Students | 47.37% | 43.20% | 51.44% |
| White Students | 33.73% | 40.67% | 68.19% |
| Multiracial Students | NA | 31.18% | 56.31% |
| Free & Reduced Lunch Students | 32.56% | 29.60% | 46.83% |
| Paid Lunch Students | 40.00% | 32.11% | 72.28% |
| Special Education Students | 15.38% | 13.68% | 29.22% |
| Limited English Proficient | NA | 34.09% | 43.86% |

The next Chart examines **longitudinal Algebra I performance** (from 2008 through 2010) by Standards Tested. This comparison demonstrates performance on tested standards and shows where curriculum and instruction is **stronger** (e.g., “Systems of Linear Equations” and “Quadratic Equations”) and where performance has **dropped** and the **most adjustment is needed** (e.g., “Linear Equations & Inequalities,” “Sketching & Interpreting Graphs,” and “Polynomials”).

| 2010 Percent Pass ALGEBRA I – Disaggregated by STANDARDS TESTED | | | | | |
|---|---------------------------------|---------------------------------|-----------------------------|-------------|---------------------|
| HOWE Community High School | | | | | |
| # Students | Linear Equations & Inequalities | Sketching & Interpreting Graphs | Systems of Linear Equations | Polynomials | Quadratic Equations |
| 2008 - 89 | 29.0% | 47.0% | 31.0% | 41.0% | 31.0% |
| 2009 - 153 | 29.0% | 58.0% | 31.0% | 53.0% | 27.0% |
| 2010 - 185 | 27.8% | 41.0% | 35.4% | 37.0% | 38.9% |
| 2010 IPS | 27.5% | 34.1% | 38.4% | 35.2% | 36.3% |

The **English 10 End of Course Assessment** was first administered in spring 2010. Those results are disaggregated by Student Groups, below.

| 2010 Percent Pass ENGLISH 10 -- Disaggregated by STUDENT GROUPS | | | |
|---|--------|------------|----------------|
| | HOWE | IPS % Pass | Indiana % Pass |
| Overall (all students) | 28.24% | 37.61% | 63.00% |
| Black Students | 20.29% | 33.11% | 37.85% |
| Hispanic Students | 16.67% | 36.57% | 44.73% |
| White Students | 37.97% | 49.73% | 69.27% |
| Multiracial Students | NA | 42.42% | 62.03% |
| Free & Reduced Lunch Students | 25.85% | 33.31% | 46.76% |
| Paid Lunch Students | 43.48% | 50.95% | 73.81% |
| Special Education Students | 2.04% | 12.97% | 22.57% |
| Limited English Proficient | NA | 11.43% | 17.06% |

With an Overall pass rate of 28.24 percent on the English 10 ECA, an analysis of Student Groups shows that the **lowest performance** occurred among **students with disabilities** (2.04 percent pass) and **Hispanic** students (16.67 percent pass).

With only one year of English 10 data available, longitudinal comparisons and patterns of performance by Standards Tested cannot be made. The following Chart compares the school's performance to the district averages attained in the "Reading Comprehension" and "Writing Applications" portions of the test. **Howe** achievement was **notably lower than the district average** pass rates.

| 2010 Percent Pass ENGLISH 10 -- Disaggregated by STANDARDS TESTED | | | |
|---|-------------------|-----------------------|----------------------|
| | # Students Tested | Reading Comprehension | Writing Applications |
| HOWE | 163 | 29% | 25% |
| IPS | 1656 | 42% | 35% |

SAT Results (College Readiness)

| | SAT Results | | | | | | | |
|-----------|-------------|--------------|--------------------|-------------------|---------|--------------|--------------------|-------------------|
| | 2009 | | | | 2010 | | | |
| | # Grads | # Taking SAT | % Grads Taking SAT | Math & Verbal Ave | # Grads | # Taking SAT | % Grads Taking SAT | Math & Verbal Ave |
| HOWE | 74 | 13 | 17.6% | 954 | 96 | 14 | 14.6% | 852 |
| IPS | 1064 | 295 | 27.7% | 895 | 1055 | 298 | 28.3% | 887 |
| State Ave | | | | 1065 | | | | 1059 |

The math and verbal sections of the SAT are worth 800 points each. Over the past two years, **participation rates have dropped** from 17.6 percent of graduates in 2009 to 14.6 percent in 2010. This reduction at Howe Community High School is in contrast to the increased percentage of grads participating in SAT testing for the district. Student performance at Howe **dropped 100 points** in 2010 and is **lower than the district average and well-below the State-wide average** results on both the math and the verbal subtests.

ACT Results (College Readiness)

| | ACT Results: Highest Score Possible = 36 | | | | | | | |
|--|--|--------------|--------------------|-------------------------|---------|--------------|--------------------|-------------------------|
| | 2010 | | | | 2009 | | | |
| | # Grads | # Taking ACT | % Grads Taking ACT | Average Composite Score | # Grads | # Taking ACT | % Grads Taking ACT | Average Composite Score |
| HOWE | 96 | 44 | 45.8% | 17.5 | 74 | 46 | 62.2% | 17.5 |
| IPS | 1055 | 457 | 43.3% | 16.9 | 1064 | 435 | 40.9% | 17.3 |
| <i>Average Indiana Composite Score</i> | | | | 21.1 | | | | |

With a total of 36 points possible, Indiana's 2010 average composite score on the ACT is 21.1. Over the past two years, the percentage of Howe graduates **taking the ACT** has **dramatically decreased**, but the average **composite score** has remained **static** at 17.5. While this is **higher than the IPS average** composite score, it is well below the **Indiana average**. Disaggregated results reveal that of the tested domains (English, Math, Reading, Science and Writing) Howe students' **lowest scores** occur in the content areas of **English and Writing**.

Advanced Placement Exams (College Readiness)

| HOWE Community High School | | | |
|---|-------|-------|-------|
| Advanced Placement Exams | | | |
| Advanced Placement Goal: 25% of Indiana students will pass at least one (1) AP Exam | | | |
| | 2008 | 2009 | 2010 |
| # Grads who Took AP Exam | 15 | 23 | 13 |
| % Grads who Took AP Exam | 14.4% | 31.1% | 13.5% |
| % Grads who Passed AP Exam | 1.9% | 4.1% | 1.0% |

During the 2009-10 school year, 28.9 percent of Indiana graduates took at least one AP exam. Of those students, 44 percent passed. This represents **12.2 percent of Indiana graduates passing AP Exams**. The figures above represent unduplicated counts, i.e., students taking multiple AP tests only counted once. Within **Indianapolis** Public high schools, the **2010 AP pass rate for graduates was 3.9 percent**.

The number and percentage of graduates **taking the AP exam** at Howe have **dramatically dropped** and remain **well-below the State averages**. More importantly, while **13.5 percent** of Howe graduates **attempted an AP Exam in 2010**, only **one (1) percent** of those students **passed** the test with a score of 3 or higher.

Notably, **nearly all** of these students **passed** their **AP coursework** -- pointing to a significant disconnect between classroom expectations and the rigor of the College Board AP exam.

Dual Enrollment Coursework (College Readiness)

In the **2009-10** school year, **16 students** were enrolled in Dual Credit coursework -- with all passing the class in the 1st semester and 15 of the 16 passing the course (with a "D" or higher) by 2nd semester.

During the **2010-11** school year, the **number of dual enrollment students** has more than doubled, with **38** participating and **32** of those students **passing 1st semester** coursework.

Graduation Rate

| | GRADUATION RATE | | |
|-------------|---------------------------|----------------------|-------------------|
| | State Goal: 90% Grad Rate | | |
| | 2008 Grad Rate | 2009 Grad Rate | 2010 Grad Rate |
| HOWE | 52.5% | 58.3% | 78.0% |
| Cohort Size | | 127 | 123 |
| IPS | 47.2% | 48.6% | 58.3% |
| Cohort Size | | | 1810 |
| Indiana | 77.8% | 81.5% | 84.5% |

In **2010**, Howe's Overall graduation rate soared from 58.3 percent to 78 percent. Conversely the dropout rate plummeted from more than one in four students to 6.5 percent. It should also be noted that Howe's **rate of growth** (increased rate of graduates) is *greater than the State's rate*.

Over a 3-year period, Howe's rate increased **25.5 percentage points** (from 52.5 percent in 2008 to 78 percent in 2010), while the State's growth rate over this same period is at **6.7 percentage points** (from 77.8 percent in 2008 to 84.5 percent in 2010).

The next Chart shows the **past two years** of graduation rates and contrasts **disaggregated** performance among

Student Groups in comparison with State average results.

| Percentage of Graduates by Poverty & Ethnicity | | | | | | State average growth 2009 to 2010 | Howe HS growth from 2009 to 2010 | | |
|--|-------|---------------|---------------------|-------|---------------|---|--|--|--|
| 2008-09 | | | 2009-10 | | | | | | |
| HOWE High School | State | | HOWE High School | State | | | | | |
| 58.3% | 81.5% | Overall | 78.0% | 84.5% | 3 points | 17.7 points | 17.7 points | | |
| 58.8% | 68.0% | Free Lunch | 79.7% | 71.1% | Undet. | 20.9 | points | | |
| | | Reduced Lunch | | 86.4% | | | | | |
| 57.1% | 86.9% | Paid Lunch | 73.8% | 90.9% | 4 points | 16.7 points | | | |
| 57.1% | 66.0% | Black | 82.2% | 72.3% | 6.3 points | 25.1 points | | | |
| 62.1% | 84.4% | White | 77.4% | 86.9% | 2.5 points | 15.3 points | | | |

While Howe's 2010 Overall graduation rate (at 78.0 percent) remains lower than the State average 2010 graduation rate at 84.5 percent, Howe's **17.7 overall percentage point rate of improvement from 2009 to 2010 is nearly six times higher than the State 3 percentage point increase.**

When graduation rate trends are **disaggregated** among student poverty and ethnicity groups, Howe's **greatest improvement** (with a 25.1 percentage point increase from 2009 to 2010) is shown for **Black** students. Its **smallest growth rate** (with a 15.3 percentage point increase from 2009 to 2010) occurs among **White** students.

AYP and PL221 calculations are based on **how many students have passed** the Algebra I and English 10 ECA by **the end of Grade 10**. By using cohorts to track these results we are able to see if the school is on track for the minimum requirements for these accountability measures.

Light blue is used to designate the ECA assessments that were administered during each of the cohort's **freshman year**.

Light green is used to designate the ECA assessments that were administered during each of the cohort's **sophomore year**.

ECA Results listed by % Passing in each Graduation Cohort

| Algebra 1 ECA | Class of 2012 | Class of 2013 | Class of 2014 |
|---------------|---------------|---------------|---------------|
| Spring 2008 | 0.5% | 0.0% | 0.0% |
| Spring 2009 | 2.6% | 3.1% | 0.0% |
| December 2009 | 4.1% | 3.1% | 0.0% |
| Spring 2010 | 28.9% | 19.6% | 8.9% |
| Summer 2010 | 29.4% | 23.2% | 8.9% |
| December 2010 | 39.7% | 34.8% | 13.9% |
| Spring 2011 | 45.4% | 43.3% | 24.8% |

ECA Results listed by % Passing in each Graduation Cohort

| English 10 ECA | Class of 2012 | Class of 2013 | Class of 2014 |
|----------------|---------------|---------------|---------------|
| Spring 2008 | 0.0% | 0.0% | 0.0% |
| Spring 2009 | 0.0% | 0.0% | 0.0% |
| December 2009 | 0.5% | 0.0% | 0.0% |
| Spring 2010 | 18.0% | 0.5% | 0.0% |
| Summer 2010 | 18.6% | 0.5% | 0.0% |
| December 2010 | 32.0% | 0.9% | 0.0% |
| Spring 2011 | 36.1% | 31.3% | 0.5% |

Waivers versus ECA Pass Rates

| HOWE: Grads Passing ECA vs Grads Granted Waivers | | | |
|--|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| Percent of grads who passed Indiana's ECA | 78% | 78% | 75% |
| Percent of grads granted waivers for ECA | 22% | 22% | 25% |

The **End of Course Assessments** (Algebra I and English 10) are **Indiana gateway courses to graduation**. It should be noted that while Howe has significantly increased its graduation rate, it is important to also monitor “ECA vs. Waiver” trends over the next three year period. The goal is to **increase ECA pass rates and decrease waiver rates**.

FORMATIVE ACHIEVEMENT FINDINGS

Scholastic Reading Inventory (SRI)

The SRI is administered three times per year (fall, mid-year and spring) to ascertain students' reading proficiency in Grades 7-10. The data provided below represent proficiency levels for the mid-year data collection point for the 2010-11 school year.

| HOWE COMMUNITY HIGH SCHOOL | | | | | | | | | |
|----------------------------|--|-------------------------------|--------------------------------|-----------------------------------|--------------------------------|-----------------------------------|----------------------------------|-------------------------------|-------------------|
| Grade | Students 5+ Years Below | Students 4+ Years Below | Students 3-4 Years Below | Students 2-3 Years Below | Students 1-2 Years Below | Students 0-1 Years Below | Students On Grade Level | Students 1+ Years Above | Total Students |
| | 0-249 Lexiles | 250-499 Lexiles | 500-599 Lexiles | 600-699 Lexiles | 700-799 Lexiles | 800-849 Lexiles | 850-1100 Lexiles | 1001+ Lexiles | |
| 7 | 27 | 25 | 14 | 14 | 27 | 23 | 59 | 14 | 203 |
| | 80/203 = 39% of students 2+ years below level | | | | | 73/203 = 36% on/above | | | |

| | Grade | 0-499 Lexiles | 500-599 Lexiles | 600-699 Lexiles | 700-799 Lexiles | 800-849 Lexiles | 850-899 Lexiles | 900-1150 Lexiles | 1151+ Lexiles | Total Students | |
|-------|--|---|-----------------|-----------------|-----------------|-------------------|--------------------------|---------------------------|---------------|----------------|--|
| 8 | 8 | 30 | 12 | 9 | 20 | 18 | 18 | 74 | 17 | 198 | |
| | | $71/198 = 36\%$ of students 2+ years below level | | | | | | $91/198 = 46\%$ on/above | | | |
| | 9 | 0-599 Lexiles | 600-699 Lexiles | 700-799 Lexiles | 800-849 Lexiles | 850-899 Lexiles | 900-999 Lexiles | 1000-1200 Lexiles | 1201+ Lexiles | | |
| 10 | | 25 | 11 | 15 | 25 | 13 | 32 | 37 | 24 | 182 | |
| 10 | $76/182 = 42\%$ of students 2+ years below level | | | | | | $61/182 = 34\%$ on/above | | | | |
| | 0-699 Lexiles | 700-799 Lexiles | 800-849 Lexiles | 850-899 Lexiles | 900-999 Lexiles | 1000-1024 Lexiles | 1025-1250 Lexiles | 1251+ Lexiles | | | |
| TOTAL | TOTAL | 32 | 12 | 18 | 23 | 28 | 11 | 51 | 18 | 193 | |
| | | $85/193 = 44\%$ of students 2+ years below level | | | | | | $69/193 = 36\%$ on/above | | | |
| TOTAL | TOTAL | 114 | 60 | 56 | 82 | 86 | 84 | 221 | 73 | 776 | |
| | | $312/776 = 40\%$ of students 2+ years below level | | | | | | $294/776 = 38\%$ on/above | | | |

The findings for Howe students in Grades 7 through 10 reveal significant literacy needs:

- **39 percent (80)** Grade 7 students read at levels **two (or more) years below grade level**. Note that an additional 27 students read at least a year below grade level.
- **36 percent (71)** Grade 8 students read two or more years below level
- **42 percent (76)** Grade 9 students read two or more years below level
- **44 percent (85)** Grade 10 students read two or more years below level

Overall, **312** of 776 students (40 percent) have reading proficiency levels that are **at least two years below**

grade level. Conversely, only **38 percent** of students (overall) read **at grade level (or higher)**.

Scrimmage Assessments

Scrimmage assessments are **formative tests**, aligned to the district's *Instructional Calendar* (pacing guide) and administered **district-wide** to ascertain students' attainment of **Indiana Academic Standards** taught over a three-week instructional period. The scores reported compare the **percentage of correct responses** of students tested in the school, compared with the average percentage correct across district schools serving the same grade level.

The following Charts displays **2009-10** and **2010-11 Scrimmage results** from August through March, as compared to district-wide results for relevant grade levels, for both **English/Language Arts** and for **Mathematics**.

| SCRIMMAGE DATA: English/Language Arts | | | | | |
|---------------------------------------|--------|--------|--------|--------|--------|
| HOWE | Aug-09 | Oct-09 | Nov-09 | Jan-10 | Mar-10 |
| Gr 7 Howe | | 78.2% | 61.8% | 51.0% | 63.4% |
| Gr 7 IPS | 45.3% | 76.9% | 66.4% | 53.5% | Undet. |
| Gr 8 Howe | | 61.4% | 52.0% | 63.5% | 62.6% |
| Gr 8 IPS | 55.5% | 67.3% | 60.4% | 64.5% | 59.2% |
| Gr 9 Howe | | 51.2% | 70.1% | 54.8% | 63.1% |
| Gr 9 IPS | 54.0% | 51.1% | 66.2% | 57.0% | 62.0% |
| Gr 10 Howe | | 66.5% | 55.9% | 59.5% | 51.9% |
| Gr 10 IPS | 48.1% | 64.1% | 58.5% | 62.9% | 51.9% |
| | | | | | |
| | Aug-10 | Oct-10 | Nov-10 | Jan-11 | Mar-11 |
| Gr 7 Howe | 32.7% | 66.3% | 59.9% | 55.9% | |
| Gr 7 IPS | 42.2% | 70.4% | 67.5% | 56.0% | 71.3% |
| Gr 8 Howe | 61.7% | 62.4% | 57.8% | 62.3% | |
| Gr 8 IPS | 58.8% | 63.6% | 58.5% | 64.5% | Undet. |
| Gr 9 Howe | 64.5% | 62.2% | 77.6% | 64.2% | 63.2% |
| Gr 9 IPS | 53.6% | 59.0% | 72.3% | 57.3% | 56.6% |
| Gr 10 Howe | 55.0% | 66.9% | 60.0% | 76.7% | 51.5% |
| Gr 10 IPS | 48.2% | 60.3% | 61.6% | 72.7% | 50.4% |

During the 2009-10 school year, no reports were filed with the district Data Office during the first assessment period. Results, overall, during this same period are mixed with Howe occasionally scoring higher than other district schools. While performance is generally lower than other schools for Grades 7 and 8 during 2010-11, students in Grades 9 and 10 consistently exceed performance in other district schools. Overall, student performance during 2010-11 is stronger than results during the same assessment periods during the previous school year.

| SCRIMMAGE DATA: Mathematics & Algebra | | | | | |
|---------------------------------------|--------|--------|--------|--------|--------|
| HOWE | Aug-09 | Sep-09 | Nov-09 | Jan-10 | Feb-10 |
| Gr 7 Howe | 45.8% | 44.9% | 40.3% | | |
| Gr 7 IPS | 45.3% | 76.9% | 66.4% | 53.5% | Undet. |
| Gr 8 Howe | 34.0% | 30.9% | 48.4% | | |
| Gr 8 IPS | 55.5% | 67.3% | 60.4% | 64.5% | 59.2% |
| Algebra Howe | 50.8% | 72.9% | 61.1% | | |
| Algebra IPS | 54.0% | 51.1% | 66.2% | 57.0% | 62.0% |
| | Aug-10 | Oct-10 | Nov-10 | Jan-11 | Mar-11 |
| Gr 7 Howe | 72.7% | 47.3% | 40.6% | 51.3% | 66.9% |
| Gr 7 IPS | 42.2% | 70.4% | 67.5% | 56.0% | 71.3% |
| Gr 8 Howe | 46.3% | 55.7% | 54.8% | 67.1% | 56.7% |
| Gr 8 IPS | 58.8% | 63.6% | 58.5% | 64.5% | Undet. |
| Algebra Howe | 55.5% | 70.8% | 70.4% | 70.2% | 74.2% |
| Algebra IPS | 53.6% | 59.0% | 72.3% | 57.3% | 56.6% |

A complete picture is not provided for *Scrimmages* during the 2009-10 school year. Data for the second semester was not reported, by Howe, to the district Data Office. First semester results during that period, however, were significantly lower than the performance (on average) in other district schools serving students in Grades 7 and 8. Generally, *Scrimmage* performance data for students in Grades 7 and 8 is well-below the average achievement of Howe's peers across the district, based on 2010-11 results.

Notably, however, the 2010-11 algebra results are often dramatically higher than the average scores of other district high school students.

SNAPSHOT of KEY ACHIEVEMENT FINDINGS

| Snapshot of Key Achievement Findings | | |
|--------------------------------------|---|--|
| HIGH NEED AREA | HOWE | |
| | SNAPSHOT | COMMENTS |
| Poverty | 74% Poverty | |
| Ethnicity | 11 % Hispanic | |
| Special Populations | 7% ELL | |
| | 23% Special Education | High rate of students with disabilities |
| % Pass ISTEP English/LA | 31.3% (2010) | Lowest pass rates: 7.1% special education students; 25.4% Black students |
| % Pass ISTEP Math | 37.4% (2010) | Lowest pass rates: 18.23% special education students; 23.2% Black students |
| Median GROWTH Perform. | LG/LA English | LG/LA Math |
| | | Low-growth and low-achievement in E/LA & Math |
| % Pass ECA Algebra I | 33.3% (2010) | Pass rate increased from 4.5% in 2008 and 16% in 2009. 2010 data show only 15.3% ELL passed. |
| % Pass ECA English 10 | 28.2% (2010) | These 2010 results represent the first year test administered. Only 2% of special education and 16.6% of Hispanic students passed. |
| % Pass ECA Biology | 6.9% (2010) | Like Indiana, the pass rate among ECAs is the lowest for Biology. (State Avg. 37%) |
| AYP | No | Did not make AYP in 2010. Missed in 19 of 27 cells (70%) |
| SAT | 14.6% Take (Math & Verbal: 853. State Average 1059) | Participation rates dropped in 2010 (17.6% 2009). Performance dropped 100 points in 2010 (954 in 2009). |

| | | | | |
|---|-------------------------|---|--|--|
| | ACT | 45.8% Take (17.5 composite average vs. State Average 21.1) | Participation rates lower in 2010 (62% of graduates in 2009). Composite average is static. | |
| | Advanced Placement Test | 13.3% grads Take/1.0% Pass AP Exam | Participation rates dropped in 2010 (31% of graduates in 2009). Performance fell from 4% pass rate in 2009. State Average for graduates: 12% | |
| | Dual Credit | 32/38 students pass 1st semester with "D" or higher | Participation has doubled in 2010 since 2009 (16 enrolled). Coursework requires "C" or higher to obtain college credit. | |
| | Scrimmage Results | Mixed performance | Gr 7 & 8 generally lower than other IPS middle schools; Gr 9 & 10 exceed district average. | |
| SRI <u>2+</u> years below grade level Reading | # Students | % Students | | |
| Gr 7 | 80/203 | 39% | | |
| Gr 8 | 71/198 | 36% | | |
| Gr 9 | 76/182 | 42% | | |
| Gr 10 | 85/193 | 44% | | |
| Total #/% below Reading | 312 Students | 40% | 40% of students read 2 or more years below grade level. | |
| Grad Rate | 78.0% (2010) | | Up from 58.3% in 2009 | |
| Dropout Rate | 6.5% (2010) | | Down from 26% in 2009 | |
| % grads Pass via ECA | 75.0% (2010) | | Percentage graduating via ECA dropped from 78% in 2009, with 22% granted waivers. Trend should be just the opposite. | |
| % grads Pass via Waivers | 25.0% (2010) | | | |

ROOT CAUSES of POOR ACHIEVEMENT

Howe Community High School: ROOT CAUSES

Assessments & Using Data

The school regularly generates data on student progress from *Scrimmages, Benchmarks* and ISTEP+ and makes those data available to staff (and displays in the Data Room). But, its **use in planning lessons that meet students' need is very inconsistent and too often insufficient.**

Individual teachers' daily/weekly **classroom assessments** are unacceptably poor. Teachers **do not routinely** end the period with a **check on what students have learned** and what they might **need help with.**

Teachers do not use performance data to **differentiate work** so that **slower learners make adequate progress** and that **more capable students** are sufficiently challenged.

Instruction

The core reason for student failure is **teachers' low expectations** in terms of what students can achieve (as evidenced by extremely low levels of homework, the slow pace of work in many lessons, and the drops in participation rates of students in SAT and ACT testing).

Students frequently do not know the **main learning objectives** of the teacher lessons -- although the standards that cover the main part of the lesson are "posted" in the classroom.

"Bell-ringer" activities at the start of class periods do not necessarily **align with the lesson's main purpose** -- or a specific purpose, pre-identified by the teacher.

| |
|---|
| <p>Teacher lesson plans rarely indicate clearly enough what students must learn by the end of the lesson.</p> |
| <p>With 7 percent ELL students and 23 percent of students with disabilities, strong need exists for highly-effective Special Populations teachers and content teachers skilled at differentiating instruction.</p> |
| <p>2010-11 mid-year performance evaluations in Domain 3 (Instruction) show that 50 percent (8 of 16) of active special education teachers were rated "Basic" (next to lowest performance rating level for 5 of those 8 teachers) or "Unsatisfactory" (the lowest rating for 3 of those 8 teachers).</p> |
| <p>While federal funds support some academic needs, no initiatives are in place to further support students who are failing the gateway ECA in Biology (lowest ECA pass rate).</p> |
| <p>Although teachers are very conscious of the content to be covered (based on the <i>Instructional Calendar</i> (pacing guide), they are more concerned with "covering" the content than for students' mastery of the concepts. (Teachers struggle with how to re-teach students who struggle, while simultaneously keeping in step with the pacing calendar.)</p> |
| <p>Teachers do not differentiate instruction, even with mainstreamed special education students. Where there is a co-teacher (English & math classes), they generally just give individual support to students needing help. Conversely, teachers do not stretch the learning of more academically-advanced students.</p> |
| <p>Forty percent of the school's students read two or more years below grade level and, thereby, struggle with the complex text required in high school content course work. Current strategies for addressing this need are insufficient to quickly accelerate students' Reading proficiency levels.</p> |
| |

| | |
|--|--|
| | <p>Student Expectations, Engagement & Relationships with Adults</p> <p>Some students have an adult mentor (beyond the weekly student "advisories"), but there is no organized program to identify all students who might benefit from a mentor -- particularly those who are at high-risk for staying in school.</p> <p>A small number of parents are very active champions of the school, but the level of parental participation is very low. For example, attempts to hold parent workshops have struggled to reach groups larger than 10 parents.</p> <p>Expectations for students after high school are low, as evidenced in dropping participation rates in SAT and ACT testing. Performance on both assessments fell, as well in 2010. Poorest performance on ACT in the content areas of English and Writing.</p> |
| | <p>Professional Development</p> <p>Administrators and teachers do not use planning time to adequately use data to drive instruction and examine instructional styles and share effective practices. Efforts within the Math Department show a more cohesive approach to their teaching -- but not all math instructors participate.</p> <p>Administrators conduct weekly classroom walkthroughs, using a district checklist for evaluating what is observed. Teachers, however, do not feel that they have enough constructive feedback to enhance their classroom practices.</p> <p>Professional Development efforts are strongly linked to district priorities -- and do not necessarily align to the particular needs of the school's staff or student needs.</p> |
| | |
| | |

| | | |
|--|---|--|
| | <p>There is insufficient follow-up to PD trainings to support use of the strategies learned or to monitor implementation of new practices.</p> | |
| | <p style="text-align: center;">Leadership</p> <p>Unstable, unfocused leadership creates a sense of permanent crises, felt by many staff. The current principal started at Howe in August 2008. A new turnaround principal has been selected for August 2011.</p> <p>Student discipline issues have often diverted administrative time and energy into crisis management, rather than instructional leadership.</p> | |
| | <p>Howe's graduation rate soared and the dropout rate plummeted. One significant root cause was the retraining of counselors to put students into the right sequence of classes. IPS Superintendent White credited "Common Goal" (the Indianapolis Chamber of Commerce initiative for providing graduation coaches to Marion County Schools--with intentional focus on freshmen).</p> | |
| | <p>The effectiveness of subject area Lead Teachers (department chairs) and their guidance & support of department teachers varies considerably.</p> | |
| | <p>Staff does not have a systematic process (credible or implemented) for improving instruction and learning.</p> | |
| | <p>The principal (with few exceptions) lacks the authority to appoint the staff best suited to the school's needs. While some freedom is available to implement new initiatives, little resources are available to support such efforts.</p> | |

The current principal's inventiveness and flexibility during conflicts and challenges is poor. While the staff respect her, she has been **ineffective in implementing a consistent assault on low achievement**, which is unacceptable in a persistently low-performing school.

Student Leading Indicators

➤ Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as "dropout rate" for an elementary school, write "NA" - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

| | 2008-2009 | 2009-2010 | 2010-11 | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------------|-------------------|--|---------------|--|--|--|-------------------|-------------------|-------------------|------|-------|-------|------|---------------|----|----|---|-----|-------|-------|-------|---------|-------|------|------|------------------------|
| 1. Number of minutes within the school year that students are required to attend school | 64,800 | 64,800 | 64,800 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Dropout rate* | <table border="1"><thead><tr><th></th><th colspan="3">Dropout Rates</th></tr><tr><th></th><th>2008 Dropout Rate</th><th>2009 Dropout Rate</th><th>2010 Dropout Rate</th></tr></thead><tbody><tr><td>HOWE</td><td>26.3%</td><td>26.0%</td><td>6.5%</td></tr><tr><td># of Students</td><td>52</td><td>33</td><td>8</td></tr><tr><td>IPS</td><td>29.6%</td><td>29.8%</td><td>24.6%</td></tr><tr><td>Indiana</td><td>10.3%</td><td>8.7%</td><td>6.3%</td></tr></tbody></table> <p>In 2010, Howe's graduation rate soared from 58.3 percent to 78 percent.</p> | | | | Dropout Rates | | | | 2008 Dropout Rate | 2009 Dropout Rate | 2010 Dropout Rate | HOWE | 26.3% | 26.0% | 6.5% | # of Students | 52 | 33 | 8 | IPS | 29.6% | 29.8% | 24.6% | Indiana | 10.3% | 8.7% | 6.3% | Data not yet available |
| | Dropout Rates | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2008 Dropout Rate | 2009 Dropout Rate | 2010 Dropout Rate | | | | | | | | | | | | | | | | | | | | | | | | | |
| HOWE | 26.3% | 26.0% | 6.5% | | | | | | | | | | | | | | | | | | | | | | | | | |
| # of Students | 52 | 33 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | |
| IPS | 29.6% | 29.8% | 24.6% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indiana | 10.3% | 8.7% | 6.3% | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|---|--|---------|---------|
| | <p>Conversely the dropout rate plummeted from more than one in four students to 6.5 percent. One significant root cause was the retraining of counselors to put students into the right sequence of classes. Disaggregated results among students showed that the highest dropout rates occurred among students who did not receive free/reduced lunches (11.9 percent) and White students (9.7 percent). Remain group rates were at: general education students (6.6 percent); special education students (6.6 percent); students on free/reduced lunch (4.3 percent); Black students (2.2 percent); and ELL students (0 percent).</p> <p>IPS Superintendent Dr. Eugene White credited the Indianapolis Chamber of Commerce initiative (Common Goal) for providing graduation coaches to Marion County Schools and scores of volunteers to mentor students as a significant factor in the reduced dropout rate at Howe. Those grad coaches targeted students most at risk of graduating and provided sustained support to address students' academic and non-academic barriers to success.</p> | | |
| 3. Student attendance rate (must be a percentage between 0.00 and 100.00) | 2008-09 | 2009-10 | 2010-11 |
| | 94.9% | 93.5% | 94.9% |
| <p>Despite the use of specific strategies to improve attendance, including same-day home calling, follow-up by social workers and rewards for perfect attendance, student attendance dropped from 94.9 percent in 2008-09 to 93.5 percent in 2009-10.</p> <p>One root cause, identified by the incoming turnaround principal, was the extremely poor record-keeping by the Howe attendance secretary. In particular, students with documentation relevant to medical appointments or court orders were not appropriately accounted for. While attendance rates improved in 2011, they remain low.</p> | | | |

Detailed charts and analyses were provided for these topics in the previous application section, but summarized Findings and Root Causes are provided here.

| College Readiness | # of Students Taking 2008-09 | # of Students Taking 2009-10 | # Students Taking 2010-11 |
|--------------------|---------------------------------|---------------------------------|------------------------------|
| Advanced Placement | 23 students (31.1%) | 13 students (13.5%) | Not yet available. |
| Dual Credit | 0 | 16 | |

4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework

5. Number of students completing dual enrollment classes

During the 2009-10 school year, **28.9 percent of Indiana graduates** took at least one Advanced Placement (AP) exam. Among Indiana graduates, 44 percent passed an AP exam. This represents **12.2 percent of Indiana graduates passing AP Exams**.

At Howe, the **number and percentage of students taking the AP exam dramatically fell**. While **13.5 percent of Howe students took** at least one AP exam, **only 1 percent passed** with a score of 3 or higher.

Since nearly all of these same students passed their AP coursework, there is a **significant disconnect** between the **rigor of classroom instruction** and the **expectations held for students** as compared to the rigor of the College Board AP exam.

Counselors and teachers have been ineffective in promoting College Readiness, as further evidenced by dropped participation rates in students taking the SAT and ACT exams. While administrators have worked hard to reduce discipline issues, academic leadership, oversight and accountability remain unacceptable.

On a more positive note, while **only 16 students were enrolled in Dual Credit coursework** during the 2009-10 school year, **participation in 2010-11 has more than doubled**, with 38 students participating during the first semester of 2010-11. **Thirty-two**

| | of the 38 students passed first semester course work. | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------|------------------------|--|--|--|--|--|---------|---------|---------|------------------------------|-----|-----|------------------------|--|----|----|--------------------------------------|-----|-----|--------------------------------|----|---|
| | BAS SS | BAS SS | BAS SS | | | | | | | | | | | | | | | | | | | | | |
| | As will be evidenced and explained in detail within this grant proposal, learning time will be increased and enriched at a variety of levels through the support of SIG funding. Examples include: | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other | <p>A new district Balanced Calendar (effective in 2011-12) will embed a two-week fall Intersession (break) and one-week spring Intersession (break) that will be used to provide full-day remedial and enrichment activities for participating students.</p> <p>Unlike other district schools, nearly all Turnaround grant students will be required to attend. Academic content focus for SIG schools will include Science/Biology (in addition to the English/language arts and Mathematics focus for other schools).</p> <p>Participation in Intersessions will extend the 180-day school year to a 195-day school year.</p> <p>Two-hour, after-school Learning Centers will extend purposeful learning for students. For example, as a SIG-funded Turnaround school, monies will be dedicated to specifically target students who are reading below grade level for required extended-day learning to accelerate their reading proficiency.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Discipline incidents* 8. Truants (# of unduplicated students, enter as a whole number) | <table border="1"> <thead> <tr> <th colspan="4">DISCIPLINE and TRUANCY & Grade 9 Retention</th> </tr> <tr> <th></th> <th>2008-09</th> <th>2009-10</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>Number of Students Suspended</td> <td>502</td> <td>606</td> <td rowspan="4">Data not yet available</td> </tr> <tr> <td># Suspended/Expelled for Drugs, Weapons, Alcohol</td> <td>58</td> <td>32</td> </tr> <tr> <td># Truant with >10 Unexcused Absences</td> <td>180</td> <td>369</td> </tr> <tr> <td># Students Retained in Grade 9</td> <td>53</td> <td>5</td> </tr> </tbody> </table> | | | DISCIPLINE and TRUANCY & Grade 9 Retention | | | | | 2008-09 | 2009-10 | 2010-11 | Number of Students Suspended | 502 | 606 | Data not yet available | # Suspended/Expelled for Drugs, Weapons, Alcohol | 58 | 32 | # Truant with >10 Unexcused Absences | 180 | 369 | # Students Retained in Grade 9 | 53 | 5 |
| DISCIPLINE and TRUANCY & Grade 9 Retention | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2008-09 | 2009-10 | 2010-11 | | | | | | | | | | | | | | | | | | | | | |
| Number of Students Suspended | 502 | 606 | Data not yet available | | | | | | | | | | | | | | | | | | | | | |
| # Suspended/Expelled for Drugs, Weapons, Alcohol | 58 | 32 | | | | | | | | | | | | | | | | | | | | | | |
| # Truant with >10 Unexcused Absences | 180 | 369 | | | | | | | | | | | | | | | | | | | | | | |
| # Students Retained in Grade 9 | 53 | 5 | | | | | | | | | | | | | | | | | | | | | | |

The number of **truant students** with more than 10 unexcused absences has **soared to 33 percent** (369 of 1131 students) from 17 percent of students the preceding year.

Conversely, the number of students **suspended, expelled** (for drugs, weapons or alcohol) has **dropped nearly in half**.

Discipline problems engulfed the school over the past two years. Despite significant procedural issues, staff feels safe in the building. A root cause of such high suspension and truancy rates is the **inconsistencies in the application of regulations**. The **use of serious penalties for minor infringements** exacerbated the problem. Consequently, leaders diverted their time and energy into crisis management, rather than instructional leadership.

Notably, the rate of **retention of Grade 9 students** has **substantially decreased**. A significant contributing factor was the intentional focus of the Chamber's "Common Goal" **graduation coach**, whose focus was to support incoming freshman most at risk of staying in school.

| 9. Distribution of teachers by performance level on LEA's teacher evaluation system | <p>To provide the most relevant data, the following chart displays the distribution of school staff based on the 2010-11 mid-year performance evaluation ratings. <u>Note:</u> These data served as <i>one of the reference points</i> as the new turnaround principal (effective for SY 2011-12) made staffing decisions regarding the retention of existing staff.</p> <p>An evidenced-based teacher evaluation model, based on the work of Charlotte Danielson, focuses teacher evaluation on the four major domains of teacher supervision and evaluation: (1) Planning & Preparation; (2) Classroom Management/Student Engagement; (3) Instruction/Assessment; and (4) Teacher Professional Obligations.</p> <p>The ratings in the Chart below reflect teacher effectiveness within Domain 2 (Classroom Management/Student Engagement) and Domain 3 (Instruction/Assessment).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|----------------|------------------------------------|--|--------------|---------------|--------------|---------------|----------------|------------|----------------|------------|----------------|-------|----------------|-------|---------------|----------------|---------------|----------------|--------------|-----------|--------------|-----------|--------------|------|--------------|------|
| | <table border="1" data-bbox="756 812 1839 1127"> <thead> <tr> <th colspan="2">Domain 2: Classroom Management & Student Engagement</th><th colspan="2">Domain 3: Instruction & Assessment</th></tr> </thead> <tbody> <tr> <td>4 of 63 (6%)</td><td>Distinguished</td><td>1 of 63 (2%)</td><td>Distinguished</td></tr> <tr> <td>30 of 63 (48%)</td><td>Proficient</td><td>32 of 63 (51%)</td><td>Proficient</td></tr> <tr> <td>19 of 63 (30%)</td><td>Basic</td><td>18 of 63 (29%)</td><td>Basic</td></tr> <tr> <td>7 of 63 (11%)</td><td>Unsatisfactory</td><td>9 of 63 (14%)</td><td>Unsatisfactory</td></tr> <tr> <td>1 of 63 (2%)</td><td>Not Rated</td><td>1 of 63 (2%)</td><td>Not Rated</td></tr> <tr> <td>2 of 63 (3%)</td><td>FMLA</td><td>2 of 63 (3%)</td><td>FMLA</td></tr> </tbody> </table> | Domain 2: Classroom Management & Student Engagement | | Domain 3: Instruction & Assessment | | 4 of 63 (6%) | Distinguished | 1 of 63 (2%) | Distinguished | 30 of 63 (48%) | Proficient | 32 of 63 (51%) | Proficient | 19 of 63 (30%) | Basic | 18 of 63 (29%) | Basic | 7 of 63 (11%) | Unsatisfactory | 9 of 63 (14%) | Unsatisfactory | 1 of 63 (2%) | Not Rated | 1 of 63 (2%) | Not Rated | 2 of 63 (3%) | FMLA | 2 of 63 (3%) | FMLA |
| Domain 2: Classroom Management & Student Engagement | | Domain 3: Instruction & Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 of 63 (6%) | Distinguished | 1 of 63 (2%) | Distinguished | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 of 63 (48%) | Proficient | 32 of 63 (51%) | Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 of 63 (30%) | Basic | 18 of 63 (29%) | Basic | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 of 63 (11%) | Unsatisfactory | 9 of 63 (14%) | Unsatisfactory | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 of 63 (2%) | Not Rated | 1 of 63 (2%) | Not Rated | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 of 63 (3%) | FMLA | 2 of 63 (3%) | FMLA | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>These data provide evidence of differentiation among teacher evaluations. This can be credited to district training efforts for principals to more honestly and effectively measure teacher impact on learning.</p> <p>As a prospective SIG Turnaround school, at least 60 percent of Howe staff will be replaced. The current school administrators have rated 54 percent of Howe staff as</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>effective (distinguished/proficient) in <u>Classroom Management</u> and 53 percent of staff in <u>Instruction</u>.</p> <p>The new Turnaround Principal used these data, combined with teacher observations, individual interviews and discussions with the Turnaround Director to determine which existing staff were best suited to meet the challenging needs and demanding improvement expectations of a turnaround school.</p> | | | | | | | | | |
|-----------------------------|---|--------------------------|--|--|---------|---------|-----------------|--------|--------|--------|
| 10. Teacher attendance rate | <table border="1" data-bbox="650 535 1706 654"> <thead> <tr> <th colspan="3">TEACHER ATTENDANCE RATES</th> </tr> <tr> <th>2008-09</th> <th>2009-10</th> <th>2010-11 (March)</th> </tr> </thead> <tbody> <tr> <td>94.78%</td> <td>94.43%</td> <td>95.25%</td> </tr> </tbody> </table> <p>Teacher attendance rates are fairly consistent and lower than desirable. Some improvement noted during current school year. The end of year 2011 teacher attendance rates for 2010-11 stands at 94.3 percent. Ongoing leadership changes have been a contributing factor.</p> | TEACHER ATTENDANCE RATES | | | 2008-09 | 2009-10 | 2010-11 (March) | 94.78% | 94.43% | 95.25% |
| TEACHER ATTENDANCE RATES | | | | | | | | | | |
| 2008-09 | 2009-10 | 2010-11 (March) | | | | | | | | |
| 94.78% | 94.43% | 95.25% | | | | | | | | |

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

| The Principal and Leadership | 1 | 2 | 3 | 4 | The Principal and Leadership |
|---|---|---|---|---|--|
| 1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. | X | X | X | X | 1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers. |

| Instruction | 1 | 2 | 3 | 4 | Instruction |
|---|----------|----------|----------|----------|---|
| <p>1. Is primarily lecture-style and teacher-centered.</p> <p>2. Places the same cognitive demands on all learners (no differentiation).</p> <p>3. Is primarily textbook-oriented.</p> <p>4. Does not include technology.</p> <p>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p> | X | | | | <p>1. Includes a variety of methods that are student-centered.</p> <p>2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).</p> <p>3. Uses multiple sources beyond textbooks.</p> <p>4. Includes frequent use of technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p> |

| Curriculum | 1 | 2 | 3 | 4 | Curriculum |
|---|----------|----------|----------|----------|--|
| 1. Leadership does not observe or evaluate teachers for use of the curriculum. | | | X | | 1. Is observed by school leadership that it is being taught. |
| 2. Is considered to be the textbook or the state standards. | | X | | | 2. Is developed by the district/teachers based on unpacking the state standards. |
| 3. Is not aligned within or across grade levels. | | X | | | 3. Is aligned within and across grade levels. |
| 4. Is not rigorous or cognitively demanding. | X | | | | 4. Is rigorous and cognitively demanding. |
| 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. | | X | | | 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. |
| 6. Is not differentiated for struggling students. | X | | | | 6. Is differentiated for struggling students. |
| Data - Formative Assessments | 1 | 2 | 3 | 4 | Data - Formative Assessments |
| 1. Are not regularly used by teachers. | | X | | | 1. Are used to implement an aligned instructional program. |
| 2. Are not routinely disaggregated by teachers. | | X | | | 2. Are used to provide differentiated instruction. |
| 3. Are not used to determine appropriate instructional strategies. | | X | | | 3. Are discussed regularly in teacher groups to discuss student work |

| Professional Development | 1 | 2 | 3 | 4 | Professional Development |
|---|----------|----------|----------|----------|---|
| <p>1. Is individually selected by each teacher; includes conferences and conventions.</p> <p>2. Is not related to curriculum, instruction, or assessment.</p> <p>3. Is short, i.e., one-shot sessions.</p> <p>4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.</p> | X | | X | | <p>1. Is of high quality and job-embedded.</p> <p>2. Is aligned to the curriculum and instructional program.</p> <p>3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</p> <p>4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.</p> |
| Parents, Family, Community | 1 | 2 | 3 | 4 | Parents, Family, Community |
| <p>1. Does not provide extended supports.</p> <p>2. Does not ensure a safe school and community environment for children.</p> | | X | | X | <p>1. Provides social and emotional supports from school and community organizations.</p> <p>2. Creates a safe learning environment within the school and within the community.</p> <p>3. Includes use of advisory periods to build student-adult relationships.</p> |

| Cultural Competency | 1 | 2 | 3 | 4 | Cultural Competency |
|--|---|---|---|---|--|
| <p>1. Holds the belief that all students learn the same way.</p> <p>2. Uses the textbook to determine the focus of study.</p> <p>3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.</p> <p>4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.</p> <p>5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.</p> | X | | | X | <p>1. Holds the belief that students learn differently and provides for by using various instructional practices.</p> <p>2. Combines what learners need to know from the standards and curriculum with the needs in their lives.</p> <p>3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.</p> <p>4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.</p> <p>5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.</p> |

B. Selection of School Improvement Model

- **Instructions:** Read and discuss with the team the elements of the four school intervention models below.
-
- **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected: TURNAROUND MODEL

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.*

A U.S. Department of Education analysis of 283 Tier I and II districts, in the seven states that awarded SIG grants in fall 2010, show that the overwhelming number of districts (70 percent) selected the Transformation Model. With only 21 percent of districts nationwide opting for the Turnaround Model, it ranked a distant second – with only 6 percent selecting Closure and 3 percent for Restart.

Indiana 2010-11 model selection numbers reflect a pattern similar to the national level, with four of seven schools selecting the Transformation Model. Two of the three Indiana schools opting for the Turnaround Model reside in Indianapolis Public Schools. Both of those turnaround high schools have worked hard to fully implement their SIG proposals and impact student achievement in their schools. From them, we have learned invaluable lessons across their first year of implementation, which also are part of our Data Findings.

In addition to community meetings held by district officials and ongoing discussions with our two turnaround principals to solicit their input, a **comprehensive needs assessment** and the **analyses of data findings** led to the identification of existing needs and areas of highest priority. Findings from *Student and School Data* results and *Root Causes*—augmented by information gained through the *Self-Assessment of Practices in High-Performing Schools* survey, the school’s *Leading Indicators* data and *Root Causes*, and the IDOE’s *Quality Review Report* findings—were the basis of our needs assessment and analyses.

An examination of all data sources, influenced by research findings for successful school reform, led to our **decision to select the Turnaround Model** on the basis of its aligned fit with our most compelling needs. Within this section (B Q1), Turnaround Model requirements are identified—followed by school-specific data findings aligned to those requirements. In the next section (B Q2), we demonstrate our *implementation of these requirements* and how they create teacher, principal and student change.

TURNAROUND MODEL REQUIREMENTS and ALIGNED DATA FINDINGS

Adopt a New Governance Structure

The *transformation* model requires the assignment of a new principal, though *not new instructional staff* members, and it is generally viewed as the most feasible and politically palatable choice. Conversely, the **Turnaround Model** entails more aggressive shifts in staffing – **requiring the replacement of the principal and at least 50 percent of the existing instructional staff**. While this is difficult, we believe that in the end, significant improvement is about people – more

than programs. Chronically low-performing schools demand significant change in staffing, expectations, cultures and methodologies. Leadership and teachers are the most influential factors in turning around school performance.

The Turnaround Model also requires increased operational flexibility and authority of turnaround principals, thus enabling their ability to make **ongoing and timely hiring and firing decisions not available to traditional Indianapolis Public School principals**.

Howe's Aligned Data Findings

- Student **pass rates on ISTEP+** (Grades 7 and 8) English/Language Arts remain flat at 31 percent. Rates in Mathematics have increased but **less than 40 percent** are passing. Under the Growth Model, performance remains in the Low-Growth/Low-Achievement category.
- Student pass rates on **graduation gateway assessments** are extremely low (33.3 percent on Algebra I; 28.2 percent on English 10; and only 6.9 percent in Biology).
- Based on 2010-11 mid-year teacher performance evaluations (conducted by current administrators), **45 percent of teachers are rated Basic or Unsatisfactory** (the lowest two category ratings) in Domain 2 (Classroom Management/Engagement) and in Domain 3 (Instruction/Assessments).
- **Unstable, undirected leadership** has created a sense of permanent crises, with student discipline issues diverting administrative time and energy—rather than instructional leadership.
- The **effectiveness of subject area Lead Teachers** (department chairs) and their guidance and support of department teachers varies considerably.
- The current principal has been **ineffective in implementing a consistent assault on low achievement**.

- With few exceptions, the **principal lacks the authority to appoint the staff best suited** to the school's needs (bound by the confines of district teacher contract language/hiring practices). Some freedom is available to implement new initiatives, but few resources are available to support such efforts.

Within the new governance structure, the Turnaround Model also anticipates the creation of a district **Turnaround Office**. Through resources provided under the SIG grant, the Indianapolis Public Schools implemented, in school year 2010-11, *Phase 1* of a multi-year plan to turnaround its persistently lowest-achieving schools. With only two schools participating in the first year SIG initiative, a **Turnaround Office** was not established. The district's Associate Superintendent served as the Turnaround Officer, providing new turnaround principals at George Washington and John Marshall Community High School direct-report authority to support their implementation efforts.

Aligned Data Findings

- Our first year of implementing the SIG Turnaround Model has taught us a lot. Experience revealed the complexities and ongoing efforts required of the district's central office to adequately support turnaround principals in a timely and comprehensive manner. As we move into *Phase 2* of our multi-year plan to apply for and implement *three additional SIG-funded turnaround initiatives*, and as the district's superintendent works to support other local turnaround efforts, the need for a **district Turnaround Office** now clearly exists.
- A **newly-appointed Turnaround Director**, Yvonne Rambo, selected as last year's *National Middle School Distinguished Educator of the Year*, was reassigned to this post in January 2011. An experienced school leader, she fully understands the needs of high-poverty, low-achieving schools and has demonstrated her effectiveness in turning around school performance. **Ms. Rambo is paid through district funds**, and not supported by SIG monies.

- She will work closely with the SIG turnaround principals and they will retain **direct-report to the Associate Superintendent**, Dr. Li-Yen Johnson. She has the knowledge, determination and **the authority to be responsive** to issues that can impede success – particularly as they relate to personnel issues (hiring and firing of staff). Dr. Johnson also plays an integral and on-going role in the selection of and work provided by contracted External Partners.
- Beginning with school year 2011-12, the district will fund and assign to the new Turnaround Office the following exemplary, key personnel **to expand and enhance direct support to turnaround schools**: Reading Interventionist, Special Education Specialist, ELL Specialist, and a Technology Instructional Specialist. This decision was based on lessons-learned with existing turnaround schools and issues that routinely warranted immediate access, expertise and availability to trouble-shoot ongoing concerns.

While housed in a Central location, the Turnaround Office staff **will be scheduled and routinely working within the turnaround school sites**. To ensure broad understanding of the over-arching goals and objectives of the turnaround schools, they will **participate in Annual Summer Retreat trainings** (e.g., *8-Step Process*) as well as **external partner key professional development events**.

Use Data to Identify and Implement an Instructional Program that is Research-Based and Vertically Aligned One Grade to the Next as well as Aligned to State Academic Standards

The Turnaround Model requires the selection and implementation of an **instructional model** based on students' needs. **Job-embedded professional development**, designed to build capacity and support staff, is an integral component of successful turnaround models. This model also calls for **strategies** to be implemented **that support highly-effective teachers**, such as **incentives, increased opportunities for promotion and career growth**.

The model anticipates the use of **External Partners** to influence and support the work of turnaround leaders and teachers. External Partners must be carefully selected, based upon the turnaround schools' **highest priority needs** and the **partner's demonstrated ability** to provide services that can effectively turnaround teaching and learning in the school.

Aligned Data Findings

- **Counselors and teachers** have been ineffective in promoting **College Readiness**, as evidenced in dropped SAT and ACT participation rates. Further, the number and percentage of students taking the Advanced Placement (AP) exam dramatically fell. Although **13.5 percent** of Howe students **took** at least one AP exam, only **1 percent** passed. Nearly all of these students **passed** their AP coursework, pointing to the **lack of rigor and expectations** held for students in honors coursework.
- The core reason for student failure is **teachers' low expectations** in terms of what students can achieve (e.g., low levels of homework, slow pace of work in too many lessons).
- Students frequently do not know the **main learning objective** (even though it's "posted").
- **Bell-ringer activities** often **do not align** with the lesson's main purpose—or a specific purpose, pre-identified by the teacher.
- Teacher **lesson plans** rarely indicate clearly enough what students must learn by the end of the lesson.
- **Forty percent** of the school's students **read two or more years below grade level**.

- Seven percent of students are ELL and 23 percent are students with disabilities. **Teachers do not differentiate classroom instruction**, even with mainstreamed special education students.
- Administrators conduct classroom walkthroughs, but **teachers do not feel that they have enough constructive feedback to enhance** their classroom practices.
- **Professional development** efforts are **district-driven** and not necessarily aligned with the unique needs of staff or students.
- There is **insufficient follow-up to PD** trainings to support the use of new strategies (or to monitor that new strategies are being implemented).
- Instruction is primarily **lecture-style** and **teacher-centered**, with heavy reliance on the textbook.
- Instruction is **not rigorous or cognitively demanding**.
- The **effectiveness of Lead Teachers** (department chairs) varies considerably.
- The **over-riding data finding** is the need to **impact teacher efficacy** in the delivery of highly effective classroom instruction. An **External Partner**, with the **expertise and demonstrated ability** to meet this critical need, is **required**. Preference will be given to those Partners willing to **place full-time experts** into the turnaround school.

Promote the Use of Student Data to Inform and Differentiate Instruction

The Turnaround Model requires the continuous use of data to inform decision-making and differentiate instruction and supports. For meaningful continuous school improvement, a **structured process** is needed that **routinely and systemically** relies on **data-driven decision-making** to understand what students have actually learned (as opposed to what was *taught*), where additional support and re-teaching is needed, and how **instruction** must be **adjusted** to meet the needs of *all* learners.

Aligned Data Findings

- At Howe, data is regularly generated based on student progress on monthly *Scrimmages/Benchmarks (formative assessments)*, aligned to Indiana Academic Standards). Its **use in planning lessons that meets students' need** is very inconsistent and too often insufficient.
- Individual teachers' daily/weekly classroom assessments are unacceptably poor. **Teachers do not routinely** end the period with a **check on what students have learned and what they might need help with**.
- Teachers **do not use performance data to differentiate work** so that **slower learners** make adequate progress and that **more capable students** are sufficiently challenged.
- Staff does not have a **credible, systematic process** for improving instruction and learning.
- With **7 percent ELL** and **23 percent** of students with **disabilities**, strong need exists for highly effective Special Populations teachers and content teachers skilled at differentiating instruction. 2010-11 mid-year teacher performance evaluations show that **50 percent** (8 of 16) of **special education teachers** were rated **Basic** (next to lowest performance rating for 5 of the 8) or **Unsatisfactory** (lowest rating for 3 of the 8).

- Although teachers are very conscious of the content to be covered (based on the district's *Instructional Calendar*/pacing guide aligned to Indiana Academic Standards), they are **more concerned with “covering” the content than for students' mastery of the concepts.**
- Teachers struggle with **how to re-teach students who struggle**, while simultaneously keeping in step with the pacing calendar.
- Teachers **do not differentiate instruction, even with mainstreamed special education students**. Where there is a co-teacher (English and math classes), they generally just give individual support to students needing help. Conversely, teachers **do not stretch the learning of more academically-advanced students.**
- Administrators and teachers **do not use planning time to adequately use data to drive instruction and examine instructional styles and share effective practices**. (Math department is stronger in this regard than other content teachers.)
- The **over-riding data finding** is the need to **establish a process** for turnaround teachers and leaders to **systematically use data to inform and differentiate instruction**. An **External Partner** is needed with the expertise and demonstrated ability to meet this critical need.

Establish Schedules and Implement Strategies that Provide Increased Learning Time

The Turnaround Model **requires extended learning time—for both students, and for teachers**. In schools identified as chronically low-achieving, student need is readily apparent. Less obvious, however, is the undisputed fact that simply “improving” performance is not enough. To truly *accelerate learning* for students who are far behind and for whom non-

academic challenges are prevalent requires more time—with intense, targeted interventions provided by highly-effective instructors.

Just as struggling students need more, so too do turnaround staff. To ensure that the turnaround principal and teachers possess the attributes necessary to dramatically increase students' performance, extended **professional development** opportunities and **collaborative planning** time are required. Turnaround staff must be fully-committed to dramatic change, because incremental change would be morally unacceptable.

Aligned Data Findings

- Forty percent of Howe's students **read two or more years below grade level**. Current strategies of addressing this need are **insufficient** to address their expectation of comprehending complex secondary coursework. More time is needed to **quickly accelerate** students' Reading proficiency levels.
- With such low achievement rates, **extended-learning time** is being **inadequately and ineffectively used** to address student learning needs.
- No initiatives are in place to further support students who fail the **graduation gateway** End of Course assessment in **Biology** (with Howe's lowest ECA pass rate of **6.9 percent**).
- The **process** in place for supporting teachers to improve as professionals is **inadequate**.
- Professional development **trainings** are not **differentiated** according to teacher needs, nor are they **directly linked** to **specific school and student needs**.

Provide Appropriate Social-Emotional and Community-Oriented Service and Supports for Students

While the primary and consistent focus must be on improving instruction and student achievement, **other factors significantly influence student, teacher and school performance**. The Turnaround Model anticipates the unique needs of high-poverty, low-performing schools. It requires the inclusion of internal and external **expertise and services** that support the objectives of the turnaround school.

Aligned Data Findings

- The **graduation rate** has **soared to 78 percent** in 2010. The numbers of students retained in Grade 9 has plummeted (from 53 in 2009 to 5 in 2010). Both of these changes have been influenced by the **intentional focus** of the Indianapolis Chamber of Commerce's "Common Goal" (**graduation coach**) initiative.
- Despite the use of specific strategies to improve **student attendance**, the rate has dropped to **93.6 percent** in 2010.
- Likewise, **truancy** (students with 10 or more unexcused absences) has **soared to 33 percent** of students.
- School **safety** continues to be a concern; social and emotional **supports need to be strengthened**.

SUMMARY SNAPSHOT

The **required elements** of the Turnaround Model align with the **specific needs identified in our school** (described above). As will be detailed in the next section, all **components anticipated** within a Turnaround Model **will be implemented** during the **2011-12 school year**. A snapshot of the turnaround elements included in our proposal includes:

- District-funded Turnaround Office & key staff
- Direct report to Associate Superintendent
- New turnaround principal assigned & more than 50 percent of staff replaced
- Annual performance evaluations aligned to student achievement
- Increased operational flexibility & authority of turnaround principal

- Lead External Partner will guide & influence instructional leadership and the efficacy of classroom instruction
- Job-embedded and extended-time professional development
- Strategies that support highly-effective teachers
- Incentives for students and for staff
- Implementation of 8-Step Process for Continuous Improvement
- Monthly Learning Log (data) meetings
- Embedded, collaborative teacher planning using formative evaluation results
- Regrouping of students for support based on performance data
- External Partners' monthly and quarterly Process Checks

- 2 hours, after-school: Monday through Thursday
- 15 additional full days of school
- New College Readiness Center, partnership with Ivy Tech
- New required Freshman academic literacy course (in addition to E/LA)
- Extended-time professional development training for principals and teachers after school, Saturdays and summer

- Graduation Coach
- School Culture Officer
- Aligned resource: Community Partner Coordinator (funded by another grant)

- (2) Describe how the model will create teacher, principal, and student change.

The new turnaround principal for Howe Community High School (7-12), **Teresa Ezell**, was identified as an exemplary assistant principal at Arsenal Technical High School. Responsible for Tech's Early College Magnet, she brings invaluable perspective, demonstrated achievement and specific strategies for significantly strengthening the college readiness of Howe's students. Teresa's experience and expertise, combined with her careful review of Howe's key data findings, site visits and conversations with district and Howe staff have informed the initiatives proposed in this grant application.

The following *Graphic Overview* paints a broad picture of the turnaround strategies that will be used to support reform efforts at **Howe Community High School**. The *Overview* introduces the proposed SIG grant-funded resources and interventions that are **research-based** and aligned with **key comprehensive needs assessment findings** described in the previous sections. These strategies, services and interventions will support the newly-assigned turnaround principal; Howe's reconstituted staff; and its parents and community partners as they collaboratively strive to increase the overall efficacy of instructional and supportive practices to dramatically turnaround the academic performance of students.

| HOWE Proposed SIG-Funded Initiatives | | |
|--|---|---|
| Over-arching goals: (1) Increase the efficacy of teachers' classroom instruction; and (2) Employ systemic, data-driven process for continuous school improvement | | |
| External Partners | <u>Lead:</u> Dr. Pat Davenport/8-Step Process 4-day annual summer trainings Quarterly site-based <i>Process Checks</i> with school teams & central office administrators MSD of Warren Township site visits to | <u>Consultant:</u> Linda Miller Monthly onsite Process Checks and Technical support relevant to "Learning Log" data meetings and "Success" interventions |

| | | |
|--------------------------------|--|---|
| In-house Coach | Instructional Coach: Exemplary teacher selected by turnaround principal | |
| Teacher & Student Supports | College Readiness Center Partnership with Ivy Tech; full-time instructor in computer lab | Instructional Leadership Team 12 representatives; weekly, after-school meetings; leadership roles; Incentive Award |
| | Graduation Coach Sustain Chamber of Commerce's "Common Goal" initiative for at-risk Gr 9 | Behavioral Management Specialist 10 days of technical assistance (Greg Abati) to address suspension issues & support staff efforts |
| | School Culture Officer to address 33% truancy rate in collaboration with social worker | |
| Extended-Time Student Learning | After-School Literacy Academy 33 weeks, 2-hours, Monday-Thursday 300 students read two-or-more levels below grade level. Reading teachers, Orton-Gillingham teachers & diagnostician | After-School Academic Support 27 weeks, 2 hours, Monday-Thursday <i>Scrimmage</i> (3-wk tests) results & classroom performance target students required to attend for assistance in E/LA, Math, Algebra & Biology |
| | INTERSESSIONS 15 additional school days (new district Balanced Calendar breaks) SIG will supplement district support for academic work and provide Enrichment resources | |
| | Data Clerk (after school & Intersessions) | Police Officer (after school) |
| | Embedded Reading Apprenticeship Training | Extended-Time Annual 5-Day Summer Retreat for PD (e.g., 8-Step Process Training) |
| Professional Development | 6 full-time CADRE teachers to relieve classroom teachers during PD | Literacy Academy teacher training (use of Novel Units) and diagnostician ARI training |
| | Weekly like-teacher-team planning & collaboration time scheduled | 6 Saturdays for teacher development of "Success" lessons for non-content teachers and preparation of "Countdown" materials |
| | Monthly 8-Step Process Learning Log (data) meetings | Instructional Leadership Team weekly after-school meetings & Lead External Partner trainings |
| | Quarterly Process Checks: Pat Davenport Monthly "Learning Log" & "Success" onsite monitoring & technical assistance | Freshman Academic Literacy Course (PD) & Reading Apprenticeship training Gr 9 teachers |
| | Site visits to MSD Warren Township | |
| | | |
| | Admin | Full-time Project Manager |
| | | Supplemental Administrator |

| | | |
|---------|---|---|
| Support | Coordinate external partner & IDOE visits; recordkeeping & reporting; budgets/orders | 20 hours weekly to support performance evaluations (mid-year & final) |
|---------|---|---|

LINKING TURNAROUND EFFORTS to IDENTIFIED NEEDS

Principal Changes Created by the SIG Turnaround Model

The school board, superintendent and union officials will give the turnaround principal **greater flexibility** (as detailed in **Part 4/Section E, Question 1**) in exchange for **greater accountability** (as detailed in **Section D, Question 4**, principal evaluation). In short:

- Flexibility that is not currently available to traditional district schools is provided for hiring, retaining, transferring and replacing turnaround school staff.
- The turnaround principal's evaluation is performance-driven, giving 51 percent of the weight to the performance of the turnaround school (unlike traditional district schools, weighted at 20 percent).

The turnaround principal will be supported by the district at multiple levels.

A **newly-created and district-funded Turnaround Office** was established in January 2011. Its director, Yvonne Rambo, was a highly-successful middle-school principal who was selected as last year's *National Middle school Distinguished Educator of the Year*. Identified by the superintendent as an effective and experienced reform leader, she was reassigned in January 2011 to the role of district **Turnaround Director** to oversee and support the efforts of district turnaround schools.

Based on existing turnaround school needs and the corresponding needs of newly-identified turnaround schools, the **district will fund** additional staff, within the Turnaround Office, to provide routine onsite assistance. The individuals have

each demonstrated their expertise and success in providing leadership and support in their respective fields: **Reading Interventionist, Special Education Specialist, ELL Specialist**, and a **Technology Instructional Specialist**.

To ensure a broad understanding of the over-arching goals and objectives of Howe Community High School, Turnaround Office staff also will **participate in Annual Summer Retreat trainings** (e.g., *8-Step Process* trainings scheduled the week of June 27 through July 1, 2011) as well as other external partner **key professional development events**.

As the state's largest school system, multiple layers of bureaucracy exists to ensure alignment of policies and practices across the district, relevant to all aspects of operating a complex educational system. While in many instances this is highly desirable, quite frequently the turnaround schools require more immediate action – particularly as it relates to the implementation of required Turnaround Model requirements and grant expectations.

To ameliorate this concern, the turnaround principal also will be supported through a [direct-report to the Associate Superintendent](#), thus enabling relief from the traditional organizational structures that exist – particularly as they relate to the hiring and firing of personnel.

SIG grant funding will provide two External Partners in support of the turnaround principal's leadership. Each has been carefully **selected based upon the school's highest priority needs** and the partners' demonstrated ability to provide services that can effectively guide and support turnaround teaching and learning within the school. A brief summary is provided below. (**Section D, Question 2** of this grant application provides detailed information about each of the proposed External Partners.)

(1) Lead External Partner: Dr. Pat Davenport will provide the foundation and systematic framework for the turnaround principal and teachers' routine use of data for continuous school improvement. Using her nationally acclaimed and highly-successful *8-Step Process for Continuous School Improvement*, Dr. Davenport will provide

intensive annual summer trainings and conduct Quarterly *Process Checks* to oversee and inform the implementation of the *8-Step Process*.

The *8-Step Process*, first used in Indiana's MSD of Warren Township Schools and, subsequently, in IDOE-identified high-need schools, is a proven system to (1) continuously **use Data** to determine areas of strength and weakness; (2) follow **Instructional Calendars** (pacing guides) to ensure coverage of required academic standards; (3) maintain **Instructional Focus**; (4) use formative and summative **Assessments** for decision-making; (5) provide extended **Tutorial** support to struggling students; (6) provide extended **Enrichment** opportunities to students who have mastered current work; (7) ensure **Maintenance** of previously-taught standards; and (8) routinely **Monitor** process implementation.

- (2) **External Consultant:** Linda Miller will supplement the summer and quarterly work of Dr. Davenport by conducting *monthly* intermittent *Process Checks* that will primarily **focus on two key elements** of the *8-Step Process*. She will provide on-going external reviews and offer technical assistance relevant to the effective implementation of monthly “**Learning Log**” data meetings and daily “**Success Periods**” for providing targeted and engaging support for re-grouped students.

As a turnaround school, we know that the only way to dramatically increase school performance is for everyone to be on the same page. With the expertise and leadership provided by our External Partners and the SIG funding to initiate systems of support described within this application, our school will have the knowledge, resources and the time to accomplish tasks intrinsic to our proposed turnaround reform model.

Most critical to the success of the school and its students is its instructional staff. One of the turnaround principal’s most important functions, therefore, it to ensure that turnaround teachers are fully-capable and fully-committed to doing whatever it takes to influence students’ achievement and to embrace the reforms proposed within this SIG application. As

the instructional leader of the school, the turnaround principal must be routinely monitoring classroom instruction and conducting performance evaluations that accurately reflect the effectiveness of staff.

Howe Community High School will **annually evaluate all instructional staff**. Staff evaluations will occur at *two levels*:

(1) All turnaround instructional staff will be annually evaluated (mid-year and at the end of the year) using an **evidenced-based teacher evaluation model**, based on the work of Charlotte Danielson. **Student performance** (weighted at 51 percent) and **teacher proficiencies** in Domain 2 (classroom management) and Domain 3 (classroom instruction) will drive performance evaluation outcomes. Teachers that are capable and willing, but struggling, will be supported to improve performance. And those who are demonstrating levels of ineffectiveness will be removed, with the support of the Turnaround Director and the district's Associate Superintendent. (Detailed in **Section D, Question 4**)

An experienced, retired **Supplemental Administrator** will be selected by the turnaround principal to work 20 hours per week to support the continuous work of annual performance evaluations of all teachers, see that necessary steps and timelines are maintained, and ensure that deadlines are not missed.

(2) To evaluate and reward staff who commit to the **implementation of key SIG grant initiatives**, a second annual (mid-year and end of the year) evaluation will be employed. Using a **performance-driven tool**, staff commitment to and implementation of key grant initiatives (e.g., the *8-Step Process*) will be measured. A differentiated evaluation rubric (to be developed by the turnaround principal and Instructional Leadership Team) will be used to determine bi-annual incentive awards, calculated at differentiated weights based on levels of individual performance. Staff performing at the highest levels will be eligible for an **Incentive Award of up to \$2,000 annually**.

To relieve the turnaround principal and to support the efficient implementation of SIG-funded activities, a **Project Manager** will provide **oversight and managerial responsibilities** relevant to the grant. The Project Manager will

coordinate the delivery of continuous activities of the external partners (e.g., Dr. Davenport's quarterly *Process Checks*; Linda Miller's monthly site visits); coordinate turnaround principal, teachers and *Instructional Leadership Team* professional development trainings; track teacher and student incentives; enable routine, logistical communications between the turnaround school and the IPS Turnaround Office; and support ongoing SIG reporting requirements of the Indiana Department of Education and the United States Department of Education.

Teacher Changes Created by the SIG Turnaround Model

Two over-arching key need findings drive the primary elements of the supports provided to teachers: (a) the need to establish a **process to systematically use data to inform and differentiate instruction** that will lead to continuous school improvement; and (b) the need to **impact teacher efficacy in the delivery of highly-effective classroom instruction**.

(a) Process to systematically use data to inform and differentiate instruction

During school year 2010-11, all Indianapolis Public Schools were accountable for using district-established *Instructional Calendars* (pacing guides) to focus instruction on identified Indiana Academic Standards. With high transient rates within the district, the *Instructional Calendars* help to ensure that as their highly-mobile students move from school to school, there are far fewer gaps in the learning – since the pacing of instruction and content covered is consistent district-wide.

To measure students' acquisition of those standards, the district developed and has fully-implemented **interim** (formative) **assessments**. These **uniform** assessments, called *Scrimmages*, are administered district-wide **every three weeks** for the content areas of English/language arts and mathematics and algebra. **Quarterly** district assessments (called *Acuity Diagnostics/Benchmarks*) capture student learning **every nine-weeks**. The Benchmark assessments measure student performance in English/language arts, mathematics, algebra, and biology.

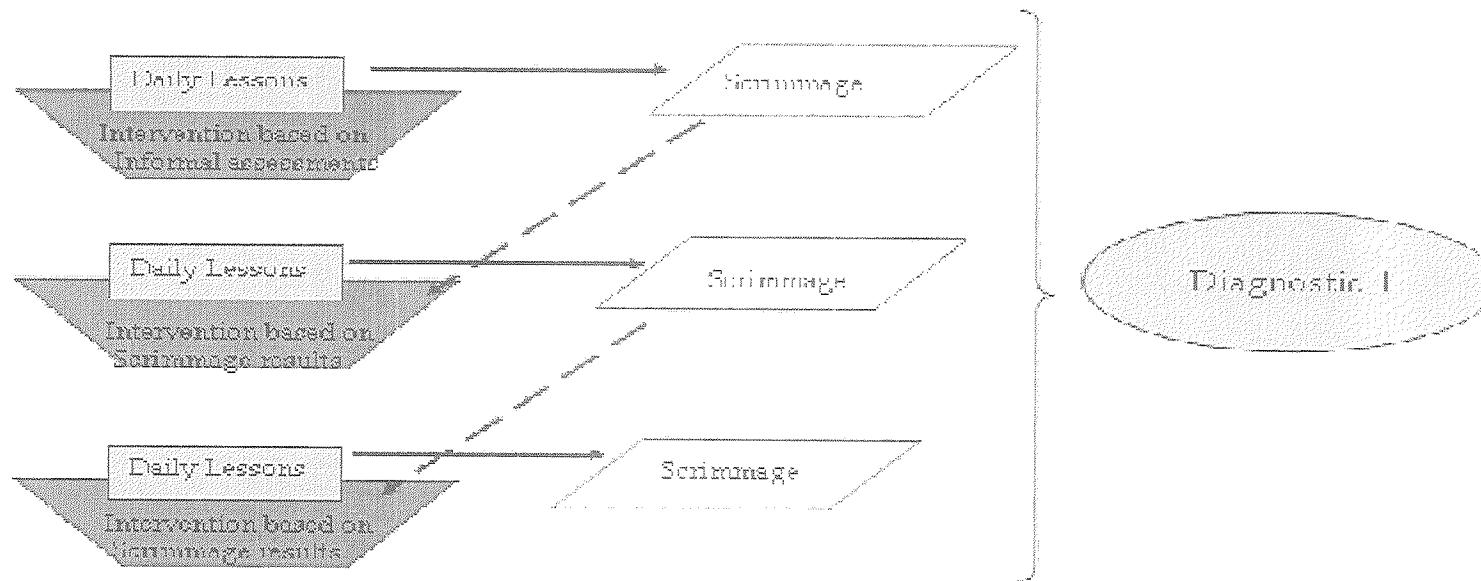
The basic tenets of the district's instructional accountability system work like this:

Indiana Academic Standards are to be taught and maintained (periodically revisited) using a 9-week *Instructional Calendar* (pacing guide), covering four *Instructional Cycles* across the school year.

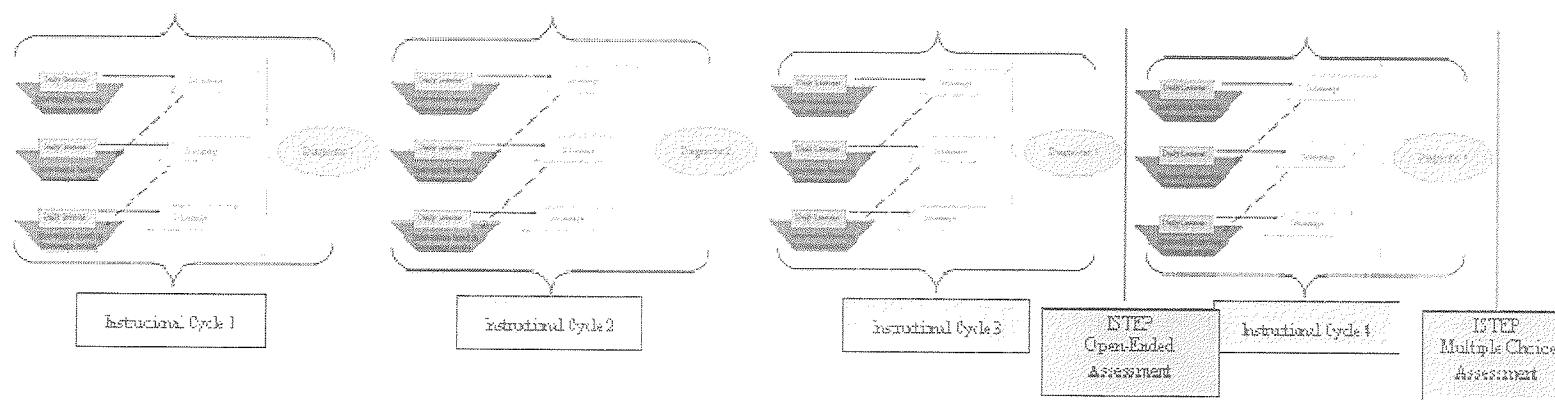
- Within Cycle 1 (the first 9-weeks of the school year), identified standards are taught, followed by *Scrimmage* assessments administered every three weeks. Daily lessons are to prepare students for the 3-week *Scrimmage* tests.
- *Scrimmage* is a uniform, 6-item formative assessment—administered at the school and scored in a central location by central office professional development leaders (not classroom teachers).
- Disaggregated results are back to teachers within two days. *Scrimmage* data results are intended to provide a guide for interventions and the interventionists. Teachers know which students missed which items, the most common reasons for missing test items, and what needs to be done to address non-mastered skills.
- Re-teaching of non-mastery content is anticipated in this model.
- Within an Instructional Cycle (i.e., a 9-week period), three *Scrimmage* assessments prepare students for quarterly *Acuity Diagnostic* (Benchmark) Assessments. These diagnostic assessments are intended to gauge students' progress in mastering standards that will be assessed on ISTEP+ and End of Course Assessments.

Each new *Instructional Cycle* introduces new indicators and reviews previously-taught standards. There are four, 9-week cycles across the school year.

Example of one 9-Week Instructional Cycle



Example: Four Instructional Cycles across the School Year



Triangulated **key findings** from our examination of **student needs** revealed significant **teacher deficiencies** in adequately preparing students to master Indiana Academic Standards. A **root cause** was the lack of a **process to systematically use data to inform and differentiate instruction**. While key elements of such a process are in place, the reality is that the principal and teachers have not established a system for ensuring that they actually use the data to impact teaching and learning.

SIG grant funds will be used to contract with **Dr. Patricia Davenport** for training and the implementation of her nationally- and State-recognized ***8-Step Process for Continuous Improvement***. Teachers (and turnaround administrators) will receive the following support:

- **Annual summer trainings** and **quarterly *Process Checks*** conducted by **Dr. Davenport** to ascertain their progress in implementing the improvement model, to share successful practices, and to trouble-shoot emerging issues.
- **Site visits** will be provided to **MSD of Warren Township** to observe their effective implementation of ***8-Step Process*** and to collaborate with experienced staff.
- **Monthly *Learning Log (data)* meetings** with the turnaround principal and school instructional teams will be held to analyze ***Scrimmage*** and ***Benchmark*** results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for ***Success*** (remediation/enrichment). **Monthly onsite technical support** will be provided by external consultant, **Linda Miller**, who will focus primarily on ***Learning Log*** meetings (team data analyses) and the delivery of data-driven interventions to support students (based on ***Scrimmage*** and ***Benchmark*** results).

- **Professional development** to support the implementation of the *8-Step Process* is provided through both weekly school-day (**embedded**) professional development opportunities, as well as through summer, after-school and Saturday extended-time activities. Examples include:

To better meet students' needs and to ensure ample opportunities for embedded professional development, the new turnaround principal's Master Schedule provides 7 periods daily: Teachers instruct students for 6 periods; 1 period is provided for teacher preparation.

Each Tuesday (of teacher prep time) will be reserved for professional development. Teachers will meet in Grade Level Teams (e.g., Grade 8 E/LA, Math, Science and Social Studies teachers). Twice a month on Wednesday (after school), teachers will be convened for professional development. The 1st Wednesday of the month will be the Principal's meeting with all staff. The 3rd Wednesday of each month is for Content/Subject Area teacher meetings.

The *8-Step Process Learning Log* (data) meetings will be convened by the principal for Subject Area teams (with meetings for 7th and 8th grade subject area teachers and meetings for 9-12 subject area teachers).

"Learning Log" meetings will take place following monthly *Scrimmage/Acuity Benchmark* 3-week assessments.

Ten teachers will be paid for working 6 Saturdays for the: (a) development of "Success" period remediation and enrichment strategies for use by non-content teachers; and/or (b) the preparation of "Countdown" instructional materials for use by all teachers in the 20 days prior to each of the State's high-stakes assessments.

Weekly after-school *Instructional Leadership Team (ILT)* meetings will be held to support the Teacher Leaders' work with teacher teams during monthly *Learning Log* and weekly collaborative planning meetings among content teachers. The turnaround principal has selected 12 Teacher Leaders to serve as ILT members--representing

each of the four core content areas, special student populations, and key leadership roles aligned to SIG-funded initiatives (e.g., the Instructional Coach).

(b) Strategies to impact teacher efficacy in the delivery of highly-effective classroom instruction

Through our **continuous examination of data** (e.g., *Scrimmage/Benchmark* assessments discussed during monthly *Learning Log* meetings with the principal and teacher teams), **weekly classroom walkthroughs** by the turnaround principal and administrators, and through **classroom observations conducted** by the SIG-funded Coach, we will have **real-time data** that will drive and focus efforts for instructional improvement.

The principal, External Partners and the *Instructional Leadership Team* will be able to use data to identify a problem of instructional practice and determine strategies needed to address the issue. Once the recommended practices (and expectations are defined), the **implementation of improved practices** will be supported at multiple levels:

- The turnaround school's Master Schedule **embeds weekly opportunities for school-day professional development**.
- The SIG-funded **Instructional Coach** (and designated staff) will provide **professional development to teachers**, during embedded planning and professional development periods for teachers.
- The Coach will **observe teachers' implementation** of the learned strategies, **model instruction and provide feedback and support** to classroom teachers.
- **6 CADRE Teachers** will be selected by the turnaround principal for full-time placement at Howe Community High School. They will be available to "cover" instruction while **classroom teachers observe the effective practices of**

their colleagues and participate in debriefing sessions with the Coach to discuss their observations and take-away tips.

CADRE Teachers understand building routines and procedures and can ensure that learning continues while teachers are away from their classroom students.

Teach for America, Woodrow Wilson Scholars, New Teacher Project and Indianapolis Teaching Fellows will be recruited for these important CADRE positions. Across the school year, as staffing vacancies occur, the CADRE teachers will be in prime position to seamlessly assume those full-time teacher roles.

- **Additional support** for providing teacher-team professional development or coaching individual teachers can be quickly accessed through the Turnaround Office experts, including: Reading Interventionist; Special Education and ELL Specialists; and the Instructional Technology Specialist. A district data expert (Kathy Ducote) also is assigned to work specifically with IPS turnaround schools.
- Based on their observations of classroom teachers' implementation of new practices (and feedback they receive during debriefing sessions), the Coach will adjust or enhance her professional development efforts for teachers (during embedded PD periods) to ensure effective and consistent implementation of new instructional practices and expectations.
- Teachers will participate in other extended-time professional development and collaborative planning work efforts. Examples include:

Training will be provided to support the delivery of instruction during the SIG-funded and newly-created daily, after-school Literacy Academy (to dramatically increase students' reading proficiency levels).

Reading teachers will receive professional development for the **use of themed, Novel Units** (aligned to the National Geographic EDGE and INSDIE curriculum provided to students assigned to extra school-day reading classes). Novel Units will be purchased through SIG funds; training will be provided through district funds.

The after-school Literacy Academy coordinator and diagnostician will receive training on the **use of the ARI** (in-depth diagnostic instrument for determining the reading needs of students who continue to struggle after interventions).

To further support the professional development of the **principal** and the *Instructional Leadership Team*, **five full-days** have been budgeted for annual **extended-time training**. These days ensure that as priority needs arise, sufficient time and support is available to enable necessary sustained training to address these needs. It is anticipated that as the principal and *Instructional Leadership Team* participates in the **8-Step Process** trainings and quarterly **Process Checks** (with Pat Davenport) that many strategies and interventions will be presented that will require additional time and planning to implement.

The new turnaround principal will require all freshmen to take a newly-established (beginning in 2011-12) **Freshman Academic Literacy Course** *in addition* to required English/language arts, algebra, biology and social studies course work. Within this course, **students will learn** how to effectively use comprehension strategies across the curriculum. The Academic Literacy Course will be taught by teachers funded through Title I and district funds. SIG-grant funds will be used for the costs of **training the two course teachers** at WestEd's national training site.

To compliment this effort, **all Grade 9 Core Content Teachers** (E/LA, Math, Science and Social Studies) will receive **Reading Apprenticeship Training** (for *teachers' use* of literacy comprehension strategies across the curriculum).

WestEd (the developer of the Reading Apprenticeship Model) is a recipient of the highly competitive federal i3 Grant Award. Through the i3 Grant, they are assisting a small cadre of IPS schools (along with other schools across the nation) with their implementation of the Reading Apprenticeship Model. Howe is not among those schools.

This **research-based and proven strategy** helps all content teachers (E/LA, Math, Science and Social Studies) support students as motivated, strategic and critical readers, thinkers, writers, viewers, listeners, and speakers. Reading Apprenticeship (RA) is not a “program.” It is a framework—**designed for secondary students at all proficiency levels**—to dramatically transform students’ **engagement and achievement** across all academic disciplines.

Drawing on content teachers’ untapped expertise as discipline-based readers and on adolescents’ strengths as learners, the Reading Apprenticeship approach:

- De-mystifies reading, helping content teachers and students see that reading is complex and that it changes depending on text and purpose of reading;
- Makes teachers’ reading processes and knowledge visible to students and vice versa;
- Helps teachers develop a repertoire of classroom routines for building students’ sophisticated literacy skills into content area learning goals;
- Transfers increasing responsibility to students through routines for text-based social interaction;
- Builds students’ motivation, stamina, and repertoire of strategies for understanding and engaging with challenging academic texts; and

- Accelerates reading and writing proficiency, engagement and fluency.

Through the initial WestEd training, content teachers will learn how to **use literacy comprehension strategies within their own content domain**. On a monthly basis, a WestEd expert will provide **site observations** and **technical assistance** to ensure implementation fidelity to the Reading Apprenticeship Model. To routinely support their understanding and implementation of these strategies, a **Reading Apprenticeship Coach** (trained by WestEd) will be assigned to spend **two days, each week**, to provide structured and continuous professional development.

Each week, the **first day of PD** will entail targeted **professional development** training provided by the **RA Coach** for content teachers' use of specific strategies.

The **second day of PD** will place the **RA coach in the classrooms** of the content teachers to **observe** their **implementation** of the learned strategies. They will **debrief** by discussing what worked and where additional support is needed to effectively use the strategies to increase students' understanding.

This strategy for training and implementing the Reading Apprenticeship Model will begin with the Grade 9 Core Content Teachers and expand across all high school core content teachers by the end of the SIG grant funding cycle. The description of how this strategy will be phased in is summarized below. (SIG-funded elements are highlighted in **BLUE** font.)

- **Five days of training** will be provided this summer through **WestEd** for **ten Grade 9 Core Content Teachers** (E/LA, Math, Science and Social Studies). **Teachers** will be **paid** their **hourly wages** to participate in this training.

- On a **monthly** basis, a **WestEd expert** will monitor the fidelity of implementation, observe and model classroom instruction, debrief with teachers, and meet with the Literacy Leadership Team.
- The SIG grant will also support a **half-time Reading Apprenticeship Coach** (RA Coach) who will work two days, each week, in the school with content teachers to provide PD and observe (and debrief) implemented strategies.
- In Year 1, funding is budgeted to provide **WestEd training** and monthly **project oversight**, pay **10 teacher stipends** (and provide **box lunches**) for **5 days of training** of Grade 9 content teachers, and to provide a **half-time RA Coach** for weekly PD of Grade 9 content teachers.
- In Year 2, funding is budgeted to **sustain the RA Coach for Grade 9** content teachers. We will **expand** this initiative to include **Grade 10 content teachers** (E/LA, Math, Science and Social Studies). Funds are budgeted to cover their WestEd training costs, **project oversight** and a **half-time RA Coach** for weekly PD of **Grade 10** content teachers.
- In Year 3, funding is budgeted to **sustain the RA Coaches for Grades 9 and 10** content teachers. The initiative will be **expanded** to include **Grade 11 and 12 content teachers** (E/LA, Math, Science and Social Studies). Funds are budgeted to cover WestEd and teacher **training costs**, **project oversight**, and a **half-time RA Coach** for weekly PD of **Grade 11 and 12** content teachers.

Incentives for staff

- Only highly-effective teachers will be selected to provide extended-time learning opportunities for students. Those meeting selection criteria will be paid their hourly wages to provide: (a) after-school instruction in the Literacy Academy or the Academic Support Program; and/or (b) during the 15 additional Intersession school days (available through the district's new Balanced Calendar).

Teachers will be recruited for a variety of roles: Content Teachers (E/LA, Mathematics, Algebra and Biology), Special Populations Teachers (ELL and Special Education), Reading Specialists, Orton-Gillingham-trained Reading Teachers, or Enrichment Teachers.

- Extended-time professional development will (generally) be paid for highly-effective staff, selected by the turnaround principal to work on extended-time projects (e.g., Saturday work development days for "Success" and "Countdown Calendar" activities).
- Full-time CADRE Teachers can cover classroom instruction as teachers observe other highly-effective instructional practices in the classrooms of their colleagues.
- Teachers who struggle (as observed in classroom walkthroughs; or based on student performance results or classroom management issues) will be given opportunities to improve their practices through support from External Partners; in-house, SIG-funded personnel; and district Turnaround Office experts (Turnaround Director, Reading Specialist, Special Education & ELL Specialists, & Instructional Technology Specialist).
- Staff who commit to the implementation of key SIG grant initiatives and demonstrate increased student achievement will be rewarded through a financial Incentive Award. All turnaround teachers will be annually evaluated (mid-year and at the end of the year) using a performance-driven tool (rubric) to measure their

implementation of key SIG grant initiatives (e.g., elements of the *8-Step Process*) and to assess their students' achievement results (e.g., performance on *Benchmark* assessments, designated student achievement goals).

An evaluation rubric (to be developed by External Consultant Linda Miller, in collaboration with the turnaround principal and *Instructional Leadership Team*) will be used to determine bi-annual **incentive awards** (up to \$2,000 annually), calculated at **differentiated weights** and based on levels of individual teacher performance and their students' achievement results (weighted at 51 percent). **No** teacher will be **guaranteed** an award. It will be **based on merit**.

- The turnaround **principal's successful implementation of key SIG grant initiatives** and demonstrated **increased student achievement** will result in an Incentive Award. The principal will be annually evaluated (mid-year and at the end of the year) using a **performance-driven tool (rubric)** to measure the principal's implementation of key SIG grant initiatives (e.g., elements of the *8-Step Process*) and to assess impact on student learning within the school (e.g., reading proficiency gains made through the after-school Literacy Academy).

An evaluation rubric (to be developed by External Consultant Linda Miller, in collaboration with the Turnaround Director and the turnaround principal) will be used to determine bi-annual **incentive awards**, calculated at **differentiated weights** and based on levels of the school's effective implementation of SIG initiatives and the school's overall achievement results (weighted at 51 percent). The turnaround principal will not be **guaranteed** an award. It will be **based on merit**.

- **Instructional Leadership Team members** will play important leadership roles and have additional responsibilities, such as: weekly after-school ILT/administrative trainings; chair or play key roles in monthly *Learning Log* (data) meetings and weekly team collaboration meetings; participate in quarterly *8-Steps Process Checks* with Dr. Pat Davenport.

The 12 Howe ILT representatives identified by the turnaround principal include: 2 E/LA teachers (one representing Grades 7 & 8 and one for 9-12); 2 Math/Algebra teachers (one representing Grades 7 & 8 and one for 9-12); 1 Science/Biology teacher; 1 Social Studies teacher; 1 Special Education and 1 ELL teacher, the Instructional Coach; 1 AP/Dual Enrollment teacher; a Special Education representative; and 1 College Readiness representative.

Each ILT member is eligible for an **incentive award of \$3,000 per semester**, based on demonstrated performance, as measured on the Incentive Award rubric.

Student and School Changes Created by the SIG Turnaround Model

A full-time SIG-funded **Instructional Coach** will quickly assume a **leadership role in modeling effective practices and observing and supporting classroom teachers' instruction**.

- The new turnaround principal has selected an experienced and exemplary former Title I coach for this position. This individual will continue to **teach 2-3 ECA classes** (for struggling sophomores who take this class in addition to their required English 10 coursework). Other teachers will observe the effective instructional strategies she uses in her classroom to successfully meet students' needs.
- For the remaining periods of the school day, she will serve in the Instructional Coach role, receiving continuous support from Turnaround Office specialists and district Content Directors' staff. The coach's past experiences will allow her to immediately assume leadership roles in **observing, modeling and supporting teachers** across all core content areas.

The Instructional Coach also will serve as one of 12 members of Howe's **Instructional Leadership Team**.

- The Instructional Coach will play a **key leadership role** during monthly *Learning Log* (data) meetings. She will also serve as the **data coach** helping the turnaround principal and teacher teams **analyze** formative assessment **results** to ascertain strengths and weaknesses, discuss best practices, problem-solve and **re-group students** for targeted interventions

Key data findings point to significant needs at Howe in ensuring that students are adequately prepared to enter and succeed in higher-education learning opportunities after high school. A key factor for selecting the new turnaround principal was her success in increasing Dual Credit participation from 6 credits obtained to 172 credits obtained (with 400-500 credits projected to be earned in 2010-11) in her current role at Arsenal Tech.

Based on the data findings, the new turnaround principal has replaced 60 percent of Howe's staff. Among those changes, she has selected **new teacher leaders** for both the **Advanced Placement** and the **Dual Enrollment** programs. To ensure that students are appropriately guided in their selection of coursework, the turnaround principal has also appointed a **new Lead Counselor**. In addition, the new principal will enable and oversee the full implementation of a **new dual credit partnership** with Vincennes and the ABC Construction Company—with Howe students building their first home in 2012-13.

Using SIG-grant funds, the turnaround principal will also establish a **College Readiness Center** within one of Howe's computer labs. Here, English will be taught 1st semester and Math during 2nd semester to prepare juniors and seniors to complete coursework and to pass the ACT (Compass Test). In doing so, students will not be required to take Foundation Coursework (remedial classes) when they enter Ivy Tech. This will not only save students time, it will reduce their costs for attending Ivy Tech (since they pay tuition of remedial coursework, but credit toward their degree is not awarded).

- The turnaround principal has an established relationship with Ivy Tech. She has identified (and has the commitment from) an **exemplary/bilingual Ivy-Tech teacher** who will provide **full-time dual credit coursework**. This

individual maintains rigorous expectations, while making connections with students. Students thrive as a result of her ability to meet students' needs.

- 25 students will be served per class, across six instructional periods, for a total of 150 participants.
- A memorandum of understanding will be prepared with Ivy Tech, whereby they will provide the instructor (paid through SIG-grant funds) and Howe will furnish the lab and relevant computer software licenses (IPS district funds will support the costs for software licenses).
- As further demonstration of the importance of College Readiness, the new turnaround principal has selected this instructor to serve as one of Howe's **12 Instructional Leadership Team** members.

Howe's graduation rate soared from 58.3 percent in 2009 to 78 percent in 2010. The number of freshmen retained (with less than 10 credits) dropped from 26 percent in 2009 down to 6.5 percent in 2010.

A significant factor in the increased graduation rate of Howe high school students and the lowered freshmen retention rate can be attributed to the targeted focus on students most at-risk of graduating and aggressive work to address non-academic barriers to their success. How did this happen?

The Indianapolis Chamber of Commerce declared war on Marion County's low graduation rate by supporting and funding their *Common Goal* initiative to place Graduation Coaches in high-need Marion County schools. Regrettably, the Chamber has notified IPS that funding is no longer available to sustain this important and successful intervention. (The Chamber applied for competitive, federal i3 grant funds to maintain and enhance this initiative, but they were not selected for funding).

A series of studies by Neild and Balfanz (2006) identify the role of 9th grade as a critical year on the way to graduation. Districts can identify up to 85 percent of eventual dropouts by ninth grade based on weak grades in core subjects, poor attendance, and little involvement in school. In fact, *ninth grade absences are twenty times more predictive of eventual graduation than eighth grade test scores.*

An award of SIG grant monies will enable the continued support of this invaluable “Common Goal” component by providing funds for a **full-time Grade 9 Graduation Coach** at Howe Community High School. This coach will focus exclusively on the research-based factors that contribute to students’ dropping out of school, such as: weak grades in core subjects; poor attendance; and little involvement in school.

The Grad Coach will mentor and advocate for targeted students, provide them with a study skills curriculum to improve academic performance, and help prepare students for career and college readiness.

Essential duties and responsibilities of the Grad Coach include:

- **Monitor and mentor** a cohort of incoming freshmen identified as highest-risk for dropping out (those with a history of poor attendance, weak grades in core subjects, and behavioral and social challenges). It will be the coach who makes certain that the cohort students are in school and doing the work required.

When classroom teachers face difficulties with cohort students, they will work with the Grad Coach. When resolution of family, social, medical and other similar issues interfere with school attendance or performance, the Grad Coach will personally ensure that cohort students and their families are connected to our invaluable community partners who continuously support our efforts.

Students will receive academic and individualized support, coupled with student/parent interventions to address non-academic barriers to success.

- The Grad Coach will **track the credit accumulation of all Grade 9 students**. At the end of each semester, a data wall will color code all Grade 9 students' progress (GREEN on target; YELLOW below target; RED well-below target) and reveal those who already are off-track for graduation – and therefore, at higher risk for dropping out of school. Students will not slip through the cracks, earning so few credits that their only option is to pursue a GED. Credit accumulation will be tracked for individual students across their entire high school career.

For those cohort students already behind, the Grad Coach will **serve as the advocate** for appropriate student interventions during monthly *8-Steps* teacher-team “Learning Log” meetings. The coach will **track the subsequent placement of cohort students** into *8-Steps* “Success” periods embedded in the daily after-school Academic Support sessions, as well as **monitor their participation** in extended-year fall and spring Intersession school days.

- To coordinate resources that will most-appropriately address student needs, the **Grad Coach** will work collaboratively with the IDEA-funded **Behavioral Specialist** and SIG-funded **School Culture Officer**.

In 2009-10, roughly half of Howe’s students (606) were **suspended** from school.

To proactively and continuously address this unacceptable issue, the turnaround principal will dedicate IDEA funds to hire a full-time Behavioral Specialist at Howe. To support this individual’s work with students and school staff, **Greg Abati**, a highly-acclaimed **Behavioral Management Specialist**, will provide **10 days** of technical assistance at Howe Community High School.

The new turnaround principal is well-aware of Abati's ability to provide the expertise needed, through her consultations with current turnaround principals who highly-recommend him and have relied on his support at both John Marshall and George Washington Community High Schools.

- Abati will conduct an **audit** to determine root causes of such high suspension rates.
- It is a given that existing **rules, rituals and routines** will be thoroughly reviewed to ascertain where adjustments are needed and professional development of staff required.
- Abati will work with Howe's **IDEA-funded Behavioral Specialist**, the **school Discipline Team** and the **School Culture Officer** to assess specific needs and establish a system of school-wide implementation and support of effective practices that will dramatically reduce behavior issues and related suspension rates.

To combat the excessive **truancy rate of 33 percent**, the proposed SIG grant will provide a full-time **School Culture Officer**. For this position, an IPS uniformed officer will be hired to work **collaboratively** with Howe's social worker to vigorously address this issue.

- **Neighborhood sweeps and home visits** will be a routine responsibility of the Culture Officer, to get students back into school and to solicit parental support to ensure student attendance.
- The School Culture Officer also will **support the work of the Behavioral Specialist** (funded through IDEA resources) and the school's **Discipline Team** in their efforts to establish and implement rules, rituals and routines that result in the dramatic reduction of student suspension rates.
- The **Culture Officer** will focus on **truancy issues during the school day**, and will provide additional supervision during Howe's **extended-day (after-school)** academic program to ensure the **safety of students and staff**.

- Establish **student incentives** to increase the attendance of truant students.
- Maintain records demonstrating the effectiveness of efforts to reduce truancy, including the tracking of targeted students and interventions needed.
- Obtain a *License to Transport* students.

Howe's exceptional **Community Partner Coordinator** will be an **aligned resource** to the SIG-funded initiatives. Mr. Elliott will be funded through another partnership grant (not SIG monies). This will enable his continued efforts to sustain and enhance the business, university and community partnerships established with Howe. (Greater detail is provided in **Section E, Question 9** of this grant application.)

- A key focus of Elliott's work will be to support the **new dual credit partnership** with **Vincennes University** and the **ABC Construction company**. We anticipate having Howe and its students in position to build their first home during the 2012-13 school year.
- Mr. Elliott will also be pursuing business partner **contributions to enable college visits** for eligible students during Intersessions. This will be a collaborative partnership with Bob Henderson (Black College Council) who will do the leg work needed to facilitate tours to historically Black colleges for aspiring high school students.
- The **Title I Parent Liaison** will also be an **aligned resource** for the SIG grant proposed initiatives. In addition to the direct support she provides via weekly home visits and parent trainings, the Liaison will coordinate **Monthly Family Night Dinners** where parents and their students will be invited to scheduled events to: keep parents informed of our reform efforts; solicit their input and support; celebrate student successes; and to enjoy dinner (chili/spaghetti) with faculty. We have budgeted \$3,000 of SIG grant funding to help support these events.

SIG monies are budgeted for **student incentives**. We anticipate purchasing small incentives (pencils, snacks) to routinely motivate and encourage good performance both during the school day and in the after-school programs. While other schools may be providing pizza parties for classes with the highest monthly *Scrimmage* results, our celebrations will strive to feature “healthy” food options. (Of course, we’ll make sure our selections are pleasing to students!) School shirts and sweatshirts will be awarded for the highest quarterly *Benchmark* results. An end of year trip (e.g., Kings Island) or Kindle/Nook Readers are ideas under discussion for students who pass ISTEP+ and ECA assessments.

To ensure that students truly are incentivized, the turnaround principal and newly-constituted teaching staff will meet with students to discuss the types of rewards they’d most desire to recognize small, medium and large accomplishments.

Extended-Time Learning for Students

Research supports—and we know from experience—that students of poverty too often come to us unprepared to succeed in school without additional support. Our poor achievement results confirm that a genuine sense of urgency for improving our own instructional expectations and practices has been lacking. While the turnaround principal—and the staff selected by this principal—share that sense of urgency, they recognize that time within a traditional school day is insufficient to make the level of improvement required to dramatically accelerate student learning.

As a Turnaround Model, SIG monies can play an invaluable part in providing the additional time and resources needed to significantly increase student achievement. This proposal extends learning for students through two initiatives: (1) **after-school academic programs** for 2-hours on Monday through Thursday; and (2) an **additional 15 school days (Intersessions)** that will offer a 195-day school year for participating students.

Extended-time learning opportunities will be **offered to ALL students**. In many instances, **students will be required to attend** on the basis of their **assessment results and classroom performance**.

- Only highly-effective, certified teachers will be selected by the turnaround principal to provide extended-time instruction.
- Merit, alone, will drive staff selection decisions.
- Extended-time teacher candidates may be selected from within the turnaround school, from schools across the district—or from outside the district.
- Those chosen as extended-time instructors will be paid at their hourly rates.

After-School Initiatives

(1) After-school Literacy Academy 2 hours Monday-Thursday 33 Weeks

Based on mid-year Scholastic Reading Inventory (SRI) assessments given in December 2010, roughly 312 students (40 percent of Howe's 7th through 10th graders) were reading two or more years below grade level. Failure to address this concern not only impacts achievement, it endangers students' ability to comprehend the complex text of high school and their ability to pass coursework, stay in school and to graduate.

Using data from the April 2011 SRI results, students reading at two or more levels below grade level will be required to participate in the new, after-school Literacy Academy. Here they will receive instruction based on their individual needs.

- The majority of students will work with highly-effective Reading Teachers. Rather than replicate curriculum provided during the regular school day, themed Novel Units (National Geographic curriculum) will be used to further develop students' fluency, vocabulary and comprehension skills.

Reading Teachers will work with no more than **20 students, per after-school session**. Teachers will be provided **professional development** by the district's literacy director and staff for using the new Novel units. Three (**3**) **Reading Teachers** will serve up to 40 students each (1:20 ratio per session) for a total of 120 students.

- Students performing at the lowest proficiency levels and those who are not progressing through the Reading Teacher intervention will receive diagnostic testing to ascertain their specific learning needs. The SIG grant will fund a full-time, after-school **Diagnostician** to conduct and oversee these analyses. Based on the results of the diagnostic assessments, the following interventions are anticipated:
 - (a) Use of a **multi-sensory phonetic approach** provided by **highly-effective Orton-Gillingham-trained Reading Teachers**. Instruction will be provided in 30-45 minutes sessions (depending on the degree of student need) in groups that do not exceed a **ratio of 1:4**. The *Wilson Reading Test*, a short diagnostic tool that Orton-Gillingham teachers are already skilled at using, will further identify students' specific areas of phonemic and auditory discrimination needs. Five (**5**) **Orton-Gillingham teachers** working with 8 students each (1:4 for two sessions) = 40 students served.
 - (b) **When specific student needs cannot be fully determined**, the Diagnostician will administer the 9th Edition of the *Analytical Reading Inventory* (ARI), developed by Dr. Mary Lynn Woods. This comprehensive ARI is given in a 1:1 setting and takes 30-45 minutes to assess all reading skills. The assessment results determine the intervention that will be provided through ARI curricular materials targeting fluency, phonics, word identification, vocabulary, and comprehension skills. Delivery of **instruction** will likely be in **small-group or 1:1 instruction**, as deemed most appropriate by the Diagnostician and the Literacy Academy Coordinator.
The **diagnostician, the after-school coordinator and two reading teachers** will be trained by **External Consultant Mary Lynn Woods** (developer of the ARI comprehensive reading diagnostic instrument) to

administer the ARI, interpret results, adapt instruction, and collect on-going data (running records) to maintain student accountability reports. She will provide two full-days of training for instructors and two half-days of training that includes modeling practices with students during the after-school Literacy Academy sessions.

Teachers will learn how to conduct “Student Reflective Analysis”—where students listen to ARI audio recordings of readers and learn to diagnosis reader’s strengths/needs, then learn and recommend instructional strategies for support. (Dr. Woods has found that when students are involved in analyzing other students’ ARI reading passages {both gifted and troubled readers}, they gain new insight into their own issues.)

(c) As needed, both the Diagnostician and the Coordinator are able to provide instruction to students.

In all instances, individual goals will be established for students participating in the Literacy Academy. Goal attainment results will be tracked, as will the rates of students who make anticipated growth (minimum of two years growth across a one-year period) to measure the success of the Literacy Academy intervention.

Individual teacher success will also be monitored (using December and April SRI results, disaggregated by teacher). Any teacher determined to be less than highly-effective in providing after-school instruction will be immediately replaced.

(2) After-school Academic Support 2 Hours Monday-Thursdays 27 Weeks

Based on students’ performance on formative assessments (monthly *Scrimmages* and quarterly *Acuity Benchmarks*) and classroom performance, students will be required to attend the after-school program for tutoring in core academic content support for English/language arts, Mathematics, Algebra and Biology.

For students at Howe Community High School, this support will be in addition to the targeted assistance that 7th and 8th grade students receive daily during the *8-Step Process “Success” period*. A key element of the *8-Step Process* is the continuous use of data to determine which students have mastered content covered over a 3-week period, and which students need additional support.

During monthly “Learning Log” meetings, teacher teams will review the results of formative assessments (*Scrimmages & Benchmarks*) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment during scheduled 30-minute “Success” periods.

At Howe, 30-minute “Success” periods will be scheduled daily for 7th and 8th grade students. Based on determinations made by the principal and teachers during the *Learning Log* meeting, all 7th & 8th grade students (school-wide) will be re-grouped during this period. Students requiring Remedial assistance will be assigned to content-area teachers and specialists (generally, not their regular English or Math instructor). Those who have mastered the tested standards will be assigned to Enrichment classes taught by non-content teachers. (Instructional ideas and materials, aligned to English/language arts or Mathematics curriculum will be provided to non-content teachers.)

For all students, the *Success* period will be viewed as a fun and engaging activity (often involving competitive games)—not a punitive or skill & drill event. The intent is to find another way to help students learn missed concepts or to enrich learning that has been demonstrated.

For students in Grades 9-12, regrouping students school-wide presents unique challenges, not present in the Master Schedule and course requirements of middle school students. We continue to struggle with how to fully-embed the 8-

Step Process 30-minute “Success” period into the regular school day for our high school students. That given, we propose the following:

- Students in **Grades 9-12** identified as needing remediation, based on monthly *Scrimmage* and *Benchmark* assessments, will be **required to attend the after-school Academic Support program** to obtain the additional support they need.
- Across the 3-year SIG grant cycle, we will **work with** our counterparts at **Warren Central High School** to **examine solutions** to this issue so that by the end of the SIG grant funding cycle Howe can implement a workable strategy for embedding “Success” into the high school day. It is our understanding that Warren has also struggled with this component of the *8-Step Process* (at the high school level) but may be close to piloting a strategy for addressing this challenge. We are anxious to learn from them and to benefit from their experiences.

So, at a minimum, students in Grades 9-12 who need remediation (based on formative assessment results) will be required to attend the Academic Support, after-school program. Likewise, students in Grades 7 and 8 who continue to struggle (even with the support of daily, 30-minute “Success” periods), will be required to attend the after-school Academic Support program (based on teacher referrals).

It is important to note that any student may attend the after-school programs, but struggling students’ attendance will be required.

Beginning after the first *Scrimmage* results are available, the **after-school Academic Support** program will operate from **2:30-4:30 p.m., Monday through Thursday** for **27 weeks**.

- SIG monies have been budgeted to support **14 teachers** for Academic Support: 4 E/LA; 4 Math/Algebra; 3 Biology; 2 Special Education; and 1 English Language Learner teacher
- Students will convene in a central location to sign-in for after-school programs and then be escorted by their assigned instructor to a classroom for tutoring
- Instructional sessions will generally last for one hour, depending on student need, allowing students to participate in both the Literacy Academy and the Academic Support opportunities (for English/language arts and/or Mathematics/Algebra and/or Biology—depending on individual student need)

For both of the after-school initiatives (Literacy Academy and Academic Support):

- **Snacks** will be provided and **attendance/effort incentives** for students will be given (SIG grant)
- Transportation home following the after-school program will be provided (through district funds)
- A SIG-funded, after-school **Data Clerk** will **track participation** records for reporting purposes. **Student** and **teacher** attendance will be logged, as will be the specific support received by each student, e.g., Literacy Academy and Academic Support for math.
- To ensure the safety of both students and of staff, SIG monies will support the **extended-time services** of an **IPS Police Officer** during the after-school programs.

Intersessions: 15 Additional Days Added to the School Year

Under the existing, traditional IPS calendar, the 180-day school year operates with a summer break that lasts 10 weeks. Beginning in school year 2011-12, a new **balanced calendar** will go into effect for Indianapolis Public Schools. School will begin on August 8 and include two scheduled breaks (called Intersessions) in the fall and spring, followed by a summer break that has been reduced to eight weeks. (*Note that Intersessions do not overlap traditional Thanksgiving, Winter/Christmas or Spring/Easter breaks.*)

While Intersessions are envisioned as breaks within the school year, IPS will use this time to extend learning for students who need additional remediation. The primary funding source for this district-wide intervention during Intersessions will be federal Title I funds. To understand how proposed **SIG-funded initiatives will supplement and enrich** that local effort, it is important to first demonstrate what will be provided for *all* district schools during these Intersession periods.

Beginning with the 2011-12 school year and continuing throughout the SIG three-year funding period, the district anticipates funding and operating Intersession instruction to students identified as eligible for remediation via its defined student selection process.

Next year, for example, Intersessions are scheduled for:

Intersession 1: October 10 – 21, 2011 (two weeks for extended remediation)

Intersession 2: March 26 – March 30, 2012 (one-week for extended remediation)

Full-day Intersession coursework will be offered district-wide for all elementary schools (at consolidated sites) and at each secondary school (middle schools and high schools). Each will have its own district-funded Intersession *principal* and *all other 12-month contracted staff*. *Other district-funded* personnel will include:

- English/language arts and Mathematics teachers (the number of teachers provided will be based on the numbers of students eligible—using the district's student selection criteria (below) with a teacher-student ratio of 1:25)

District Student Selection Criteria Grades 7-8

- Students with a failing grade in English or Math course at 6-weeks into the grading period. Interim (4 1/2 weeks) grades will be used to generate a list of students failing at that time. Teachers will then review the list to determine students needing to be added or removed at the 6-week point.
- Students enrolled in an ESL class (LAS Levels 1 and 2)
- Students enrolled in a tiered reading class (Levels 3 and 4)
- Special Education students who will be taking ISTEP or IMAST will be considered for remediation based on the above criteria.
- Students who are new (moved in during school year) may be selected by teachers for participation.

District Student Selection Criteria Grades 9-12

- Students with a failing grade in English or Math course at 6-weeks into the grading period. Interim (4 1/2 weeks) grades will be used to generate a list of students failing at that point. Teachers will then review the list to determine students needing to be added or removed at the 6-week point.
 - Students enrolled in an ESL class (LAS Levels 1 and 2)
 - Special Education students who will be taking an End of Course Assessment will be considered for remediation based on the above criteria.
 - Students who are new (moved in during school year) may be selected by teachers for participation.
- 2 Reading Specialists

- 1 Special Education Teacher
- 1 Computer Specialist
- 1 Parent Liaison (all Title I schools have a Title I-funded parent liaison)
- 1 Social Worker

Among the district's 12 secondary schools, district-funded services will be shared in the provision of:

- 2 Occupational Therapists
- 2 Physical Therapists
- 2 Speech Pathologists
- 2 Nurses

Transportation to and from Intersessions, **meals** (breakfast and lunch) and school **security** will be provided through district funds.

The district will recruit, screen and place selected teachers for delivery of **Intersession curriculum** developed by the IPS Content Directors and their staffs. **Training** for school Intersession staff will occur in two sessions: (1) a four-hour session during the week of August 25-29; and (b) another four-hour session in October—shortly before the first Intersession.

Every school—including turnaround schools—will receive all of the staffing and training support previously described. However, once the turnaround school is selected by the Indiana Department of Education for SIG funding, **greater authority** will be given to **turnaround principals** in the operation of their Intersession programs:

- Turnaround principals will **select their own Intersession staff**, not receive those assigned by the district. This includes the selection of highly-effective teachers from within the school, or across the district or outside of the district;
- Turnaround staff has the **option to design and provide curriculum specifically aligned** to their own students' needs if they opt not to use the Intersession curriculum provided by the district;
- Turnaround schools **may add content areas**—if desired—beyond the English/language arts and mathematics content areas required by the district; and
- In addition to remediation of academic content, turnaround schools may also **opt to also include** engaging **enrichment activities** for students.

At Howe Community High School, proposed **SIG grant funding** would be **used during Intersessions** in the following ways:

- *In addition* to the number of E/LA and math teachers allocated through district funds, SIG grant funds would be used to **add 2 E/LA, 2 Math/Algebra, 3 Biology, 1 ELL, and 2 Special Education teachers**. This will reduce teacher-student ratios and facilitate greater differentiated instruction to better meet individual learning needs.
- **Enrichment teachers** will be added to offer **highly-engaging and classes intended to motivate student attendance** during Intersessions. At Howe, students will be able to select from an exciting variety of classes from options submitted through teacher RFP applications. The first example plays out a more complete course description. Other examples of classes (without the descriptions) are provided:
 - CSI: Step Under the Tape (Crime Scene Investigation) Course. Through instruction and guest speakers (doctor, police, forensic anthropology & chemistry experts) students will learn about evidence collection; eye witness

testimony; finger prints & impressions; document analysis; blood splatter; hair & fiber analysis; and glass analysis. Field trips to the Indiana Medical History Museum and IUPUI Forensic Science Department are envisioned. The final project will be to use lessons learned to solve a “real” murder case.

- Activities in Howe’s Community Fitness Center, e.g., the Rock-climbing wall (with PE for Life teachers/coaches certified to provide this instruction)
- Wii Dance Revelation
- CISCO Team (technology) classes
- Flash-mob (dance and music) productions for performance at designated events
- Shadow program for Future Doctors of America
- College field trips for eligible students (those not required to attend academic coursework)

The number of enrichment classes needed will be dependent upon the school’s Intersession schedule, i.e., whether enrichment classes occur across the school day (8 full-time teachers would be needed) or only for the last part of the day (23 part-time teachers needed).

Support will be solicited from **parents** and **Community Partners** in the development and implementation of these Intersession opportunities.

- Depending on the numbers of teachers actually allocated through district funds, the turnaround school may be able to add elements to the district’s student selection criteria and, thereby, increase the numbers of students required to attend Intersession. For example, the turnaround school may require any student who has not passed an ISTEP+ exam or End of Course assessment to attend.

As previously mentioned, a part-time **Data Clerk** will assist with tracking student and teacher participation in all extended-time learning opportunities for students, i.e., both during the After-School programs, as well as during Intersession.

Key data findings demonstrate the high levels of need within our turnaround school. Greater need dictates that greater time and heightened intensity of support are required to dramatically move student achievement. We are very excited by the possibilities enabled by the district's new balanced calendar and the additional instructional time available during Intersessions. While it is not a silver bullet for overall learning improvement, it is clearly an important piece of the puzzle.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column "Capacity Task" and determine if the district has or will have the ability to complete this task. Select "yes" or "no." List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

| Capacity Task | Yes | No | District Evidence |
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| 1. The budget includes attention to each element of the selected intervention. <i>All models</i> | X | | <p>Turnaround intervention elements were identified through a series of meetings with school leadership, community partners/leaders, union representative, Associate Superintendent, IPS Turnaround Director and district leadership staff.</p> <p>Budget resources to support the successful implementation of proposed SIG grant components have been carefully calculated to ensure adequate coverage of each element of the Turnaround Model proposed interventions.</p> |

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| <p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p> | <input checked="" type="checkbox"/> | | <p>Resources required to support the full and effective implementation of the turnaround interventions are sufficient and appropriate across the 3-year SIG funding cycle. Other aligned resources that enhance SIG-funded initiatives are identified within the proposal (e.g., General Funds; Title I and IDEA monies).</p> |
| <p>3. Projected budgets meet the requirements of reasonable, allocable, and necessary.</p> <p><i>All models</i></p> | <input checked="" type="checkbox"/> | | <p>Proposed budgets are calculated carefully to reflect standard rates comparable for similar work through other funding sources and all proposed expenditures meet the requirements for being reasonable, allocable and allowable.</p> |
| <p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p> | <input checked="" type="checkbox"/> | | <p>As evidenced in the attached Budget pages, proposed budgets for each of the 3-year funding cycle exceed the minimum of \$50,000, but do not exceed the maximum of two million dollars per year.</p> |
| Capacity Task | Yes | No | District Evidence |
| <p>5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated.</p> <p><i>All models</i></p> | <input checked="" type="checkbox"/> | | <p>The district has a three-year plan for phasing in SIG-funded turnaround schools. Beginning with the 2010-11 academic year (Phase I), two of the district's 12 eligible schools presented SIG grant proposals to the Indiana Department of Education for review and approval. Now, in Phase II (beginning with the 2011-12 academic year), the district has applied for SIG grant funding for five</p> |

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| | | | <p>additional schools. Next year, we anticipate adding additional eligible schools in Phase III of our plan.</p> <p>To demonstrate its commitment and support of school turnaround, the district (in January 2011) established a <i>district-funded</i> Turnaround Office, staffed by a full-time Turnaround Director and full-time specialists for reading, special education, English language learners, and technology (plus dedicated data support).</p> |
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6. A clear alignment exists between the goals and interventions model and the funding request (budget).

All models

- Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application
- Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions
- Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application
- Funding supports the schools current capacity to improve student achievement

Funding requests for interventions are proportionately balanced and demonstrate an equitable distribution as identified within the SIG Application proposal.

As can be evidenced in **Section II, Budget**, all components of the proposed SIG-funded interventions are accounted for and appear within each of the three year budgets (2011-12, 2012-13 and 2013-14). Highest priority interventions, generally, comprise the more costly proposed expenditures, but no single initiative financially over-powers all others.

Funding budgeted is sufficient and appropriate to support full and effective implementation of the proposed

initiatives. All proposed expenditures are reasonable, allocable and necessary. Proposed funding levels exceed \$50,000 and are no more than \$2,000,000 per year, across the 3-year funding cycle.

Funding directly impacts the school's improvement processes for supporting prescriptive and intentional designed interventions.

Each proposed activity is founded upon priority needs identified through **key data findings**, conducted through a comprehensive needs assessment and reflected in **Part A, LEA Analysis of School Needs**.

Funding of strategies, staff and professional development are directly linked to the school improvement goals identified in the SIG Application proposal.

Two over-arching key need findings drive the primary elements of the supports provided through the SIG grant: (1) The need to establish a **process to systematically use data to inform and differentiate instruction** that will lead to continuous school improvement; and (2) The need to **impact teacher efficacy** in the delivery of highly-effective classroom instruction.

The selection of External Partners, funded staff, extended-time initiatives, incentives for staff and students, professional development and every component proposed within this grant application are directly linked to the attainment of those two over-arching goals. (Detailed in **Section B, Question 2**)

Funding supports the school's current capacity to improve student achievement.

Monies are budgeted in support of **expert External Partners, coaches, Instructional Leadership Team, Reading Apprenticeship initiatives, and professional development** to support staff capacity to improve student achievement. The inclusion of **full-time CADRE teachers**, within this proposal, enables classroom teachers to routinely collaborate and receive embedded professional development. (Detailed in **Section B, Question 2**)

| Capacity | Yes | No | District Evidence |
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| <p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> | <input checked="" type="checkbox"/> | | <p>The district, school staff and external experts have the credentials and demonstrated track record to successfully implement the Turnaround Model components.</p> <p>While their roles and expertise have been previously described, within the Appendices section of this proposal, resumes are provided for key district (Turnaround Director and specialists), school (turnaround principal) and external experts (Pat Davenport, Linda Miller, Mary Lynn Woods and Greg Abati) who will support the work of the turnaround school.</p> <p>Beyond the expertise of turnaround staff and relevant systems of support, the district also has demonstrated its ability to implement the Turnaround Model through its 2010-11 experience in two SIG-approved turnaround schools: George Washington and John Marshall Community High Schools (IPS Phase I Schools).</p> |
| <p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> | <input checked="" type="checkbox"/> | | <p>As part of the turnaround process, when the school was vacated, teacher candidates—both existing and new staff—were interviewed by the turnaround principals. Within this process, the turnaround principal discussed the expectations of a Turnaround Model and indicated that if the school received the SIG grant, all staff members must commit to fully participating in efforts needed to</p> |

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| | | <p>implement grant components to dramatically increase student achievement.</p> <p>During 2011 summer staff retreats held at Forest Manor PD Center—and led by the new turnaround principals—teachers were required to sign a <i>Teacher Performance Agreement</i> pledging their commitment to collaborate, cooperate and work with administrators and colleagues to improve teacher instructional practices and significantly increase student achievement. Teachers are keenly aware of the sense of urgency for demonstrating substantial improvement and fully understand that more is expected from those who serve in a SIG-funded turnaround school.</p> <p>Examples of teacher expectations include providing at least two (2) hours per week of after school activities; actively contributing in routine data meetings to improve instructional practices and inform differentiated support for students, based on needs; and participating in professional development opportunities to increase personal growth.</p> <p>Signed <i>Teacher Performance Agreements</i> are on file for the potential SIG schools.</p> |
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| 9. The district has received the support of parents to fully implement the intervention model. | X | <p>Meetings with parents to solicit input regarding the Turnaround Model (for implementation beginning in the 2011-12 school year) began in January 2010. Within those meetings, information was shared regarding</p> |
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| <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> | | <p>the turnaround process and critical data points and possible interventions were outlined.</p> <p>From the community meetings (also attended by faculty and community members), initial plans were developed by existing school administrators and staff describing the components believed necessary to provide and support improved instruction, resulting in significant student achievement gains.</p> <p>These plans were submitted to the Superintendent in December 2010. Prepared by existing school leadership and staff, the quality of those plans varied considerably.</p> <p>As required within the SIG-funded Turnaround Model, in January 2011 the superintendent announced his plans to replace Howe's principal, effective beginning in the 2011-12 academic school year.</p> <p>Parent meetings were convened by the superintendent in spring 2011 at the school. Information was shared regarding the school data points and proposed components of the Turnaround Plan for dramatically turning around student achievement.</p> <p>The reality of PL221 sanctions for not making adequate yearly progress heightened parental and community interest in school turnaround plans. The superintendent discuss this issue and proposed turnaround plans in</p> |
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| | | | meetings attended by parents, school staff, administrators, students, Central Office personnel, School Board members and community members. |
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| Capacity Task | Yes | No | District Evidence |
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| <p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> | X | | <p>In monthly meetings across this school year, the Education Committee of the School Board has had comprehensive briefings by Dr. White (superintendent) and Dr. Johnson (associate superintendent) regarding the turnaround process for IPS schools. Existing turnaround principals have been asked to present audit findings and state visit findings to this committee, along with their action plans to respond to deficits in student achievement.</p> <p>The IPS School Board approved the appointment of the new turnaround principal of our school. The Board also approved the turnaround staffing process, releasing a minimum of 51 percent of the current certified staff, in order to enable the new principal to hire the best teachers to implement the turnaround plans.</p> <p>Board members attended many of the parent meetings with the Superintendent unveiling the turnaround plans and describing the urgency that we must have in order to increase student achievement.</p> <p>The Board has committed publicly to the SIG turnaround</p> |

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| | | | <p>process for four of the district's secondary schools for the 2011-12 school year (Donnan, Harshman, Howe and Northwest).</p> <p>The Board has requested and received monthly updates from the Associate Superintendent regarding the turnaround process, including all components from staffing to instructional programs and strategies. Board Retreats (4-times per year) and monthly Board Executive Meetings with Dr. White also enable continuous updates relevant to turnaround schools.</p> <p><i>Letter of Support</i> provided in Appendices.</p> |
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| 11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i> | | X | <p>Superintendent Eugene White has led the district's Turnaround Process in concert with Dr. Li-Yen Johnson, the Associate Superintendent. This process has been at the forefront of School Board Meetings, Community Meetings, Parent Meetings, Administrative Council, Cabinet, Administrators' Meetings and IEA (teacher's association) meetings.</p> <p>He has routinely engaged other entities and stakeholders to build their awareness of and support for turnaround efforts, .e.g., the NAACP; the IEA (teachers' association); his executive cabinet members; principals; and leadership within core district divisions.</p> |
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| <i>changing schools</i> | | <p>Dr. White asked for each of the turnaround schools to gather committed community members, parents and staff together in January 2011 to begin looking at the achievement data and creating a plan that would aggressively address the academic needs of IPS students. These plans were then submitted and reviewed, with the superintendent requesting any needed revisions.</p> <p>Dr. White personally obtained the support of the School Board to implement a new district-wide balanced calendar beginning 2011-12 to reduce the summer break and build in two Intersession breaks (fall and spring) that could be used to extend learning to at-risk students.</p> <p>For potential SIG grant schools, Dr. White (with Board approval) reconstituted the entire staff of the five schools pursuing the SIG-funded Turnaround Model by replacing the principal and rehiring no more than 51 percent of existing staff.</p> <p>To further demonstrate his support of turnaround efforts, Dr. White created a district Turnaround Office that includes a Turnaround Director, Special Education Specialist, ELL Specialist and an Instructional Technology Specialist (Reading Specialist to be hired).</p> <p>The superintendent directed his cabinet to remove barriers to allow for the continuation of the turnaround initiatives throughout the secondary schools and ensured</p> |
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| | | | <p>operational flexibility for turnaround principals.</p> <p>The new turnaround principal (effective for the 2011-12 school year) was asked by the superintendent to present the turnaround plan to the School Board's Education Committee Meeting.</p> <p>Dr. White has created "17 Criteria for Continuation" which is an accountability plan for each of the schools. By December 2011, any school that has not met adequate progress on each of the 17 criteria faces sanctions of immediate removal of the administrative team and teaching teachers.</p> <p><i>Letter of Support</i> provided in Appendices.</p> |
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| Capacity Task | Yes | No | District Evidence |
| 12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. <i>Turnaround, Transformation Models</i> <ul style="list-style-type: none">• Teacher Union Assurance• An outline of amendments to SIG Teacher contracts that will allow for full | X | | <p>During the superintendent's monthly PRG (Professional Relations Groups) meeting, teacher union leadership team members were informed about the various types of school improvement models and the list of schools qualifying for the SIG grants. Turnaround Model expectations were an ongoing topic of discussion during these monthly meetings.</p> <p>Prior to each School Board's Executive Meeting, SIP/SAG meetings are held for district officials, principals, teachers and union representatives to discuss Board items. These</p> |

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| <p><i>implementation of the identified model</i></p> | | <p>meetings have served as a vehicle for providing continuous turnaround school/SIG grant updates, as these have been ongoing Board discussion topics.</p> <p>Examples of union involvement include:</p> <ul style="list-style-type: none"> • The teachers' union (IEA) was informed, invited and attended every staff meeting explaining the turnaround procedures for staffing at each of the schools, alongside Human Resources personnel. Union leadership (IEA representatives) has also attended all of the community meetings held by Dr. White at the turnaround schools. • Building AR's (Association Reps) attended and participated in all building level staff meetings, PLC meetings, and SBDM meetings where turnaround was on the agenda • IEA Leadership went on site visits with central office representatives to see the Chicago Initiatives in turnaround • IEA signed an MOU in March 2011 stating that semi-permanent teachers could be RIF'd based on points that reflect performance • IEA/IPS collaboration continues on the teacher evaluation process and ramping up support for teachers needing assistance • District Content Directors work collaboratively with IEA membership in planning and implementing professional development, including work with moving toward pacing and use of Common Core Standards |
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| | | <ul style="list-style-type: none"> IPS collaborated with IEA during the turnaround staffing reconstitution process <p>As demonstrated in the attached <i>Letter of Support</i> (in the Appendices), the union leadership team has indicated their awareness of SIG requirements under the Turnaround Model and support the implementation of the operational flexibly enabled through this model.</p> |
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13. The district has the ability to recruit new principals.

Turnaround, Transformation Models

- Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities
- Statewide and national postings
- External networking

There are no limitations within Indianapolis Public Schools restricting principal searches to a designated region. Candidates may be pursued internally and externally through all avenues commonly used by other Indiana school districts.

IPS responded to the recommendation made by the fall 2009 AdvancedED NCA Accreditation visitations team to have a *Leadership Succession Plan* for the superintendent, deputy and associate superintendents, assistant superintendents, and principals. Within that plan, the IPS Leadership Continuum includes three layers (progressive steps for leadership development):

1. The *Leadership Identification and Development (LID)* program. Through a competitive process, this two-year program supports leadership growth of aspiring turnaround urban leaders. Our turnaround principal will identify future leaders (**exemplary teachers**) who will be released once per month (for the entire day) to engage in turnaround research, implementation and shadowing successful turnaround principals. Each month, half of the LID professional development day will be devoted group instruction, strategic planning, research about effective

turnaround practices and discussion. The second half of the day will involve shadowing experiences, followed by group debriefing and reflection.

Newly-identified turnaround principals are well-aware of LID cohort teachers and knowingly recruit exemplary participants from this cohort of aspiring leaders to serve in the SIG turnaround school as *Instructional Leadership Team* members (influencers).

2. The **Principal/Leadership Academy** program provides monthly, hands-on sessions with new and aspiring principals. These monthly sessions support the leadership development of **current assistant principals**. Through the Academy, practicing principals and central office leaders support assistant principals as they work through a wide range of topics, such as: instructional supervision issues; data-management strategies; student engagement; student safety and crises management. Here, they also learn how to navigate IPS central office systems and meet and network with district operational leadership.
3. The **Principal/Leadership Practitioners** program identifies **two-to-four principals** to shadow top district leaders, once a week, to gain practical experiences and receive leadership coaching and mentoring experiences. These individuals are hand-selected and fully-released from a specific school assignment for one year. They shadow exemplary principals (a different principal each semester) and serve as the substitute principal when the site principal out of the building for an extended period. They have access and opportunities to work closely with district leadership—including the superintendent.

Externally, we are encouraged by the promising efforts of a recruiting project initiated last year. The district entered into a partnership with **Teach for America Fellow Group** and enlisted its first recruit into IPS leadership ranks (assistant principal) in August 2010. The recruit attended the New School Leader Academy at Columbia University, last fall, with a combined major study of MBA and Educational Leadership. She is now in her second year of the Columbia program and we are extremely pleased with this partnership and its potential for urban leadership development within our district. Based on our initial experience, this partnership is being expanded through negotiations with Teach for America. With shared funding between IPS and TFA, we hope to hire up to five more assistant principals.

Although we also were working with the highly-regarded EPPSP (Experiential Programs for Preparing School Principals) at **Butler University**, to develop principal partnership trainings and urban recruitment efforts, the unexpected death of our lead Butler partner (Bill Gavaghan) brought a halt to that initiative.

| Capacity Task | Yes | No | District Evidence |
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| 14. The district has a robust process in place to select the principal and staff. <i>Turnaround, Transformation Models</i> <ul style="list-style-type: none">◦ <i>Principal and staff hiring practices</i>◦ <i>Principal and staff transfer policies/procedures</i>◦ <i>principal and staff recruitment, placement and retention procedures</i> | | | |

Selection of Turnaround Principal

Leadership **competencies** for impacting change and **demonstrated success** have been the deciding factors for the selection of IPS turnaround principals.

Because the district is entering Phase II of its multi-year plan to implement the SIG Turnaround Model in its highest need schools, IPS administrators have been **monitoring the performance** of individuals under consideration as replacement principals for turnaround schools. Competencies sought were identified and principals ultimately selected evidenced these skills sets.

In January 2011, with the approval of the IPS Board of Education, **Superintendent White** publicly announced the appointment of the new turnaround principals. By making this decision early, the newly-designated turnaround principal has been able (from January – May 2011) to **guide decision-making** that will **impact the principal's ability to implement needed reforms**.

The detailed description of the recruitment and selection process for the turnaround principal is provided at the end of **Section E** of this proposal.

Selection of Turnaround Staff

Those IPS turnaround principals that intended to apply for SIG grant funding were convened to hear about the grant possibilities, as well as grant expectations. Simultaneously, teachers in those schools were **notified** that the new turnaround principal would be **required to vacate at least 51 percent** of certified staff within the school (teachers, media specialists, social workers, and counselors—including Title I, ESL and special education staff).

Staff was told that **those interested in remaining** within the turnaround school and committing their energy, talents and complete commitment to turnaround reform were **invited to submit an application** to Human Resources. Those interested were required to submit **Application Packets** that **included**: (1) Most recent mid-year performance evaluation; (2) Three completed reference forms; (3) A letter of application indicating their reasons for interest; (4) A completed Information Sheet, e.g. current assignments, years of service and location/s, certification information, awards or recognitions, and participation in professional development activities; (5) Evidence of proficient/distinguished performance in Domain 2 {Classroom Management} and Domain 3 {Instruction}; and (6) a signed Teacher Commitment Agreement form, e.g., performance expectations; willingness to collaborate with colleagues and participate in professional development opportunities.

Meanwhile, **new turnaround principals** began to review key data findings, hold **conversations with current school leadership staff** and district leaders, conduct **building walkthroughs**. Recognizing that teacher effectiveness is the top school-based factor in student achievement, new turnaround principals spend many hours making **classroom observations** to inform their selection decisions. They met with the district Turnaround Director to discuss the Interview Process and the protocols to be used during their individual interviews of both internal (existing) staff and external applicants.

Following a review of Application Packets, the Turnaround Director and turnaround principals met (individually) to determine which candidates would receive an interview with the turnaround principal. Research-based evidence from The Chicago Public Education's **Public Impact Report** (*School Turnaround Teachers: Competencies for Success*), provided to principals by the Turnaround Director helped turnaround principals frame **interview questions** that would help them

(and their interview team) identify highly-effective individuals who would be most likely to work collaboratively with staff to dramatically turnaround school performance.

Once the interview process was completed, turnaround principals submitted their recommendations to the Turnaround Director for her review, along with the Application Packets and interview scores of their candidates. Final decisions were made and submitted to Human Resources. Displaced staff lists were sent by Human Resources to the current building principals with RIF letters issued by Human Resources the following week.

The turnaround principal for Howe Community High School retained 40 percent of existing certified staff, vacating 60 percent of the school's teachers.

More complete descriptions are provided in Section E of this proposal.

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models: Monthly focus with identified objectives; Smart Goals; Measurable Outcomes (consisting of transformative, formative, and summative data); and Streamline and scaffolded focus aligned to key findings and root causes in SIG application*

All elements of the turnaround plan are implemented in Year 1 and sustained across Years 2 and 3. Findings from continuous implementation monitoring will inform necessary adjustments. Specific, annual measurable goals are detailed in Part 5 of this proposal.

Timelines have been developed centered around key project objectives. The 1st Timeline focuses on the overarching project objectives and the key implementation elements. The 2nd Timeline is centered on extended-learning strategies, i.e., after-school initiatives and Intersessions. The 3rd Timeline details additional supports that will influence dramatically increased student achievement in the turnaround school.

While not specifically identified within each monthly Implementation Timeline, it is understood that across the entire grant period, continuous oversight and collaborative work (e.g., scheduling, fiscal management and

record keeping to inform required reporting expectations) will occur between the turnaround school SIG grant **Project Manager** (& turnaround principal) and the district **Turnaround Director** and **Specialists**, as well as **Bridgette Robinson** (Title I Accounting) and **Vivian Fox** (Curriculum & Instructional Accountability Facilitator).

Turnaround School Implementation Timeline

To increase teacher efficacy and to systematically use data for school improvement, turnaround Instructional Leadership Teams and staff designated by the turnaround principal will actively participate in **External Partner trainings**, team collaborative planning meetings, and *Learning Log* data meetings. Staff will implement new strategies for increasing student achievement in their classrooms and work collaboratively with coaches and team members.

SIG-Funded Components: 8-Step Process training (June/July summer 5-day retreat); Pat Davenport quarterly *Process Checks*; and Linda Miller interim *Process Checks* for monthly *Learning Log* principal and team meetings and *Success* interventions for students. Reading Apprenticeship initiative, a research-based secondary strategy for using literacy comprehension across academic content areas to engage students and significantly increase learning.

| Month | SIG-Funded Components | Other Aligned Resources |
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| June & July | Contracts will be formalized with External Partners and relevant site-based experts; school's Instructional Leadership Team identified; <u>key SIG-funded staff</u> will be selected by the turnaround principal, e.g., turnaround school's Instructional Coach , CADRE teachers , Project Manager , Supplemental Administrator , etc.) | Turnaround Principal and Associate Superintendent, Turnaround Director, central office HR and fiscal staff |

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| | June 27- July 1 Annual Summer Retreat. Day 1 Orientation and Days 2-5 for 8-Steps Training of Instructional Leadership Team by Dr. Peggy Hinckley (for Pat Davenport in Year 1). 2012 and 2013 Annual Retreat trainings will be determined based on identified needs (i.e., for 8-Steps/Reading Apprenticeship) | Associate Superintendent, Turnaround Office Staff, Content Directors |
| July | <i>Quarterly Process Check</i> dates will be determined for external partner, Dr. Pat Davenport. | Turnaround Director & Turnaround Principals |
| | 5 Days Annual Leadership Training for members of the Instructional Leadership Team (exemplary teacher leaders selected by the principal) | External Partner, Turnaround School Administrators |
| | WestEd 3-5 Day Training of Content Teachers to implement Reading Apprenticeship Model for using literacy comprehension strategies across content area instruction | District Literacy Office staff; Turnaround Office Reading Specialist |
| TBD | 5-day Instructional Leadership Team training will be scheduled (as a full week, or in shorter increments) to provide sustained, extended-time professional development and planning to support identified needs that arise throughout the implementation of the grant | District Turnaround Director and Office Specialists |
| TBD | 2 Howe teachers attend WestED training for implementation of new Freshman Academic Literacy Course (training date TBD) | |
| | Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance | Associate Superintendent |
| August | Weekly team planning meetings/embedded PD -- supported by Cadre teacher classroom coverage -- are embedded into the turnaround school's Master Schedule. Time is used for lesson planning, sharing instructional strategies and receiving job-embedded professional development. | External Partners & Turnaround Office staff |

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| <p>Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ILT members support their leadership work with teacher instructional teams.</p> | <p>Turnaround Office staff, district Content Directors, & External Partners</p> |
| <p>Turnaround administrators conduct weekly classroom walkthroughs (to inform Teacher Performance Evaluations). The Supplemental Administrator provides turnaround principal with ongoing work relevant to teacher performance evaluations (conducted twice annually).</p> | <p>Turnaround Administrators</p> |
| <p>Weekly professional development by Reading Apprenticeship Coach (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers)</p> | <p>District Literacy Office staff; Turnaround Office Reading Specialist</p> |
| <p>Monthly site visits by WestEd expert to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team</p> | <p>District Literacy Office staff; Turnaround Office Reading Specialist</p> |
| <p>SRI Reading Proficiency Assessment (1st of 3)</p> | <p>Central Office Staff</p> |
| <p><i>Scrimmage</i> Assessment (3-week formative)</p> | <p>Content Directors</p> |
| <p>Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT</p> | <p>Turnaround Office Specialists; IPS Content Directors</p> |
| <p>Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech</p> | <p>Ivy Tech; Turnaround Office Instructional Technology Specialist</p> |
| <p>Monthly Learning Log (data) Meeting: Principal & Instructional Leadership Team and Instructional Coach (8-Step Process). Using formative assessment results (<i>Scrimmage</i> & <i>Benchmarks/Acuity</i>), the principal, teacher teams and specialists review data to ascertain instructional strengths, share best practices, problem-solve, and determine appropriate interventions to support students.</p> | <p>Turnaround Principal, Coach in Training, Instructional Leadership Team & External Consultant</p> |

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| | <p>Monthly Interim Process Check conducted by external consultant Linda Miller to observe, guide and provide technical assistance relevant to <i>Learning Log</i> (monthly data) meetings and daily interventions (<i>Success</i>) to support and extend student learning. 8-Step Process</p> | Linda Miller, Turnaround Principal & ILT members |
| | <p>Linda Miller meetings with Turnaround Principal & Instructional Leadership Team to design & formalize rubric for Teacher Incentive Award, based on exemplary implementation of key SIG grant initiatives and student achievement</p> | Linda Miller, Turnaround Director & Turnaround Principal |
| | <p>Linda Miller meetings with Turnaround Director & Turnaround Principal to design & formalize rubric for Turnaround Principal Incentive Award, based on exemplary implementation of key SIG grant initiatives and school achievement</p> | Linda Miller, Turnaround Director & Turnaround Principal |
| Sept | <p>Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance</p> <p>Weekly team planning meetings/embedded PD</p> <p>Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams.</p> <p>Weekly administrative classroom walkthroughs. Ongoing performance evaluation work provided by Supplemental Administrator.</p> <p>Weekly professional development by Reading Apprenticeship Coach (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers)</p> | Associate Superintendent Turnaround Office staff, district Content Directors, & External Partners Turnaround Administrators District Literacy Office staff; Turnaround Office Reading Specialist |

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| | <p>Monthly site visits by WestEd expert to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team</p> <p><i>Scrimmage Assessment (3-week formative)</i></p> | District Literacy Office staff: Turnaround Office Reading Specialist |
| | <p>Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT</p> | Content Directors |
| | <p>Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech</p> | Turnaround Office Specialists: IPS Content Directors |
| | <p>Monthly Learning Log (data) Meeting: Principal & ILT and Coach in Training</p> | Ivy Tech; Turnaround Office Instructional Technology Specialist |
| | <p>Monthly Interim Process Check (L. Miller/focus on <i>Learning Log/Success</i>)</p> | External Consultant |
| | <p>Pat Davenport 8-Steps Quarterly Process Check (estimated month).</p> <p>Quarterly meetings will be convened by external partner Dr. Pat Davenport to work with turnaround principals and their leadership team members. Progress on the implementation of the <i>8-Steps for Continuous Improvement</i> will be reported. Successes will be shared and problems resolved. Next steps are discussed, with time devoted for team planning. (<i>Ideally, these meetings are held with multiple school teams, so participants can benefit from insights of other school teams.</i>)</p> | Associate Superintendent, Turnaround Office Staff, Content Directors, External Consultant |
| October | <p>Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance</p> <p>Weekly team planning meetings/embedded PD</p> | Associate Superintendent |

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| | <p>Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ILT members support their leadership work with teacher instructional teams.</p> | Turnaround Office staff, district Content Directors, & External Partners |
| | <p>Weekly administrative classroom walkthroughs. Ongoing performance evaluation work provided by Supplemental Administrator.</p> | Turnaround Administrators |
| | <p>Weekly professional development by Reading Apprenticeship Coach (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers)</p> | District Literacy Office staff; Turnaround Office Reading Specialist |
| | <p>Monthly site visits by WestEd expert to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team</p> | District Literacy Office staff; Turnaround Office Reading Specialist |
| | <p>Benchmark/Acuity Assessment</p> | Content Directors |
| | <p>Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT</p> | Turnaround Office Specialists; IPS Content Directors |
| | <p>Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech</p> | Ivy Tech; Turnaround Office Instructional Technology Specialist |
| Nov | <p>Monthly Learning Log (data) Meeting: Principal & ILT and Coach in Training</p> <p>Monthly Interim Process Check (L. Miller/focus on <i>Learning Log/Success</i>)</p> <p>Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance</p> | Associate Superintendent |

Weekly team planning meetings/embedded PD

Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ILT members support their leadership work with teacher instructional teams.

Turnaround Office staff; district Content Directors, & External Partners

Weekly administrative classroom walkthroughs. Ongoing performance evaluation work provided by **Supplemental Administrator.**

Turnaround Administrators

Weekly professional development by **Reading Apprenticeship Coach** (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers)

District Literacy Office staff; Turnaround Office Reading Specialist

Monthly site visits by **WestEd expert** to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team

District Literacy Office staff; Turnaround Office Reading Specialist

Scrimmage Assessment (3-week formative)

Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT

Turnaround Office Specialists; IPS Content Directors

Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech

Ivy Tech; Turnaround Office Instructional Technology Specialist

Monthly Learning Log (data) Meeting: Principal & ILT and **Coach in Training**

External Consultant

Monthly Interim Process Check (L. Miller/focus on *Learning Log/Success*)

Thanksgiving Break (Nov 21-23 unpaid; Nov 24-25 paid holiday)

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| | <p>Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance</p> | Associate Superintendent |
| | <p>Weekly team planning meetings/embedded PD</p> | |
| | <p>Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ILT members support their leadership work with teacher instructional teams.</p> | Turnaround Office staff, district Content Directors, & External Partners |
| | <p>Weekly administrative classroom walkthroughs. Ongoing performance evaluation work provided by Supplemental Administrator.</p> | Turnaround Administrators |
| Dec | <p>Weekly professional development by Reading Apprenticeship Coach (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers)</p> | District Literacy Office staff; Turnaround Office Reading Specialist |
| | <p>Monthly site visits by WestEd expert to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team</p> | District Literacy Office staff; Turnaround Office Reading Specialist |
| | <p>SRI Reading Proficiency Assessment (2nd of 3)</p> | Central Office Staff |
| | <p>Benchmark/Acuity Assessment</p> | |
| | <p>Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT</p> | Turnaround Office Specialists: IPS Content Directors |
| | <p>Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech</p> | Ivy Tech; Turnaround Office Instructional Technology Specialist |

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| | Monthly Learning Log (data) Meeting: Principal & ILT and Coach in Training | External Consultant |
| | Monthly Interim Process Check (L. Miller/focus on <i>Learning Log/Success</i>) | Associate Superintendent, Turnaround Office Staff, Content Directors, External Consultant |
| | Pat Davenport 8-Steps Quarterly Process Check (estimated month) | Turnaround Principal & Instructional Leadership Team |
| | Mid-year Incentive Awards for Teachers (based on exemplary performance aligned to implementation of key SIG grant initiatives & student achievement) | Associate Superintendent, Turnaround Director & Turnaround Principal |
| | Mid-year Incentive Awards for Turnaround Principal (based on exemplary performance aligned to implementation of key SIG grant initiatives & school achievement) | Associate Superintendent |
| | Winter Break (December 26 through January 6, 2012 unpaid) | |
| | Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance | Associate Superintendent |
| | Weekly team planning meetings/embedded PD | |
| January | Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ITL members support their leadership work with teacher instructional teams. | Turnaround Office staff, district Content Directors, & External Partners |
| | Saturday Teacher Development of materials & strategies for "Countdown Calendar" (20 days before State assessments) | Turnaround Office experts: Content Directors |

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| | <p>Weekly administrative classroom walkthroughs. Ongoing performance evaluation work provided by Supplemental Administrator.</p> | Turnaround Administrators |
| | <p>Weekly professional development by Reading Apprenticeship Coach (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers)</p> | District Literacy Office staff; Turnaround Office Reading Specialist |
| | <p>Monthly site visits by WestEd expert to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team</p> | District Literacy Office staff; Turnaround Office Reading Specialist |
| | <p>Graduation Coach provides principal and staff with status of credits earned 1st semester by Freshmen (to inform appropriate interventions needed).</p> | Counselors: Content Teachers |
| | <p><i>Scrimmage Assessment</i> (3-week formative)</p> | Content Directors |
| | <p>Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT</p> | Turnaround Office Specialists: IPS Content Directors |
| | <p>Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech</p> | Ivy Tech; Turnaround Office Instructional Technology Specialist |
| Feb | <p>Monthly Learning Log (data) Meeting: Principal & ILT</p> <p>Monthly Interim Process Check (L. Miller/focus on <i>Learning Log/Success</i>)</p> | Turnaround Principal, Coach in Training, Instructional Leadership Team & External Consultant |
| | <p>Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance</p> | Associate Superintendent |

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| | Weekly team planning meetings/embedded PD | |
| | <p>Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ILT members support their leadership work with teacher instructional teams.</p> | Turnaround Office staff, district Content Directors, & External Partners |
| | <p>Weekly administrative classroom walkthroughs. Ongoing performance evaluation work provided by Supplemental Administrator.</p> | Turnaround Administrators |
| | <p>Weekly professional development by Reading Apprenticeship Coach (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers)</p> | District Literacy Office staff: Turnaround Office Reading Specialist |
| | <p>Monthly site visits by WestEd expert to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team</p> | District Literacy Office staff: Turnaround Office Reading Specialist |
| | <p>Benchmark/Acuity Assessment</p> | Content Directors |
| | <p>Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT</p> | Turnaround Office Specialists; IPS Content Directors |
| | <p>Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech</p> | Ivy Tech; Turnaround Office Instructional Technology Specialist |
| | <p>Monthly Learning Log (data) Meeting: Principal & ILT and Coach in Training</p> | External Consultant |
| | <p>Monthly Interim Process Check (L. Miller/focus on <i>Learning Log/Success</i>)</p> | |
| March | <p>Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance</p> | Associate Superintendent |

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| <p>Weekly team planning meetings/embedded PD</p> <p>Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ILT members support their leadership work with teacher instructional teams.</p> | <p>Turnaround Office staff, district Content Directors, & External Partners</p> |
| <p>Weekly administrative classroom walkthroughs. Ongoing performance evaluation work provided by Supplemental Administrator.</p> | <p>Turnaround Administrators</p> |
| <p>Weekly professional development by Reading Apprenticeship Coach (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers)</p> | <p>District Literacy Office staff; Turnaround Office Reading Specialist</p> |
| <p>Monthly site visits by WestEd expert to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team</p> | <p>District Literacy Office staff; Turnaround Office Reading Specialist</p> |
| <p><i>Scrimmage Assessment</i> (3-week formative)</p> | <p>Content Directors</p> |
| <p>Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT</p> | <p>Turnaround Office Specialists; IPS Content Directors</p> |
| <p>Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech</p> | <p>Ivy Tech; Turnaround Office Instructional Technology Specialist</p> |
| <p>Monthly Learning Log (data) Meeting: Principal & ILT and Coach in Training</p> | <p>External Consultant</p> |
| <p>Monthly Interim Process Check (L. Miller/focus on <i>Learning Log/Success</i>)</p> | |
| <p>ISTEP+ Applied (March 5-14, 2012)</p> | <p>Assessment Division</p> |

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| | Pat Davenport 8-Steps Quarterly Process Check (estimated month) | Associate Superintendent, Turnaround Office Staff, Content Directors, External Consultant |
| | Saturday Teacher Development of materials & strategies for "Countdown Calendar" (20 days before State assessments) | Turnaround Office experts; Content Directors |
| Spring Break (April 2-6 unpaid) | | |
| | Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance | Associate Superintendent |
| Weekly team planning meetings/embedded PD | | |
| | Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ILT members support their leadership work with teacher instructional teams. | Turnaround Office staff, district Content Directors, & External Partners |
| April | Weekly administrative classroom walkthroughs. Ongoing performance evaluation work provided by Supplemental Administrator. | Turnaround Administrators |
| | Weekly professional development by Reading Apprenticeship Coach (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers) | District Literacy Office staff; Turnaround Office Reading Specialist |
| | Monthly site visits by WestEd expert to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team | District Literacy Office staff; Turnaround Office Reading Specialist |
| | Benchmark/Acuity Assessment | Content Directors |

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| | <p>Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT</p> <p>Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech</p> <p>Monthly Learning Log (data) Meeting: Principal & ILT and Coach in Training</p> <p>Monthly Interim Process Check (L. Miller/focus on <i>Learning Log/Success</i>)</p> | Turnaround Office Specialists: IPS Content Directors |
| | | Ivy Tech; Turnaround Office Instructional Technology Specialist |
| | | External Consultant |
| | <p>Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance</p> <p>Weekly team planning meetings/embedded PD</p> <p>Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ILT members support their leadership work with teacher instructional teams.</p> | Associate Superintendent |
| May | <p>Weekly administrative classroom walkthroughs. Ongoing performance evaluation work provided by Supplemental Administrator.</p> <p>Weekly professional development by Reading Apprenticeship Coach (Day 1 for direct training of content teachers) and (Day 2 for classroom observation of implemented practices & debriefings with teachers)</p> <p>Monthly site visits by WestEd expert to oversee implementation fidelity, provide technical assistance, model practices, debrief with teachers, and meet with school Literacy Team</p> | Turnaround Office staff, district Content Directors, & External Partners Turnaround Administrators District Literacy Office staff; Turnaround Office Reading Specialist District Literacy Office staff; Turnaround Office Reading Specialist |

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| | ISTEP+ MC (April 30 through May 9) | Assessment Division |
| | Advanced Placement Tests (April 30 through May 11) | Assessment Division |
| | End of Course Assessments (May 14 through May 24) | Assessment Division |
| | Scrimmage Assessment | Content Directors |
| | Full-time (in-house) Instructional Coach collaborates with Lead External Partner, provides instructional coaching support to content teachers, supports team Data work, and serves as key member on ILT | Turnaround Office Specialists; IPS Content Directors |
| | Full-time College Readiness Center (Ivy-Tech instructor) provides E/LA and Math coursework for students to pass ACT Compass Exam and avoid taking "Foundation" (no credit) classes at Ivy Tech | Ivy Tech; Turnaround Office Instructional Technology Specialist |
| | Monthly Learning Log (data) Meeting: Principal & ILT and Coach in Training | External Consultant |
| | Monthly Interim Process Check (L. Miller/focus on <i>Learning Log/Success</i>) | |
| | Weekly site visits by Turnaround Director and Turnaround Office Specialist to monitor SIG grant implementation and provide technical assistance | Associate Superintendent |
| June | Weekly team planning meetings/embedded PD | |
| | End-of-year Incentive Awards for Teachers (based on exemplary performance aligned to implementation of key SIG grant initiatives & student achievement) | Turnaround Principal & Instructional Leadership Team |

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| | <p>End-of-year Incentive Awards for Turnaround Principal (based on exemplary performance aligned to implementation of key SIG grant initiatives & school achievement)</p> <p>Weekly Instructional Leadership Team (ILT) meetings are convened (after school), by the turnaround principal to provide PD & planning time that will help ILT members support their leadership work with teacher instructional teams.</p> <p>Graduation Coach provides principal and staff with status of credits earned 2nd semester by Freshmen (to inform appropriate interventions needed).</p> <p>SRI Reading Proficiency Assessment (3rd of 3)</p> <p>End of Course Assessments (June 21 through June 29)</p> <p>Pat Davenport 8-Steps Quarterly Process Check (estimated month)</p> | <p>Associate Superintendent, Turnaround Director & Turnaround Principal</p> <p>Turnaround Office staff, district Content Directors, & External Partners</p> <p>Counselors: Content Teachers</p> <p>Central Office Staff</p> <p>Division of Assessment</p> <p>Associate Superintendent, Turnaround Office Staff, Content Directors, External Consultant</p> |
| June & July | <p>Evaluation of the effectiveness of interventions provided by External Partners and SIG-funded staff</p> <p>Evaluation of the impact on student achievement (attainment of Annual Goals)</p> <p>Identification of adjustments needed to address any concerns emerging from the annual evaluation of SIG initiatives and student achievement</p> | <p>Turnaround Director, Turnaround Principal, Project Manager , ILT members</p> <p>Turnaround Director, Principal, PM & Assessment Division</p> <p>Associate Superintendent, Turnaround Director, Turnaround Principal</p> |

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| <p>Submission of annual reports required by the Indiana Department of Education, relevant to the SIG Grant</p> | <p>Turnaround Director, Turnaround Principal, Project Manager, Fiscal Staff & IDOE Staff</p> |
| <p>Jul-12 <i>New Teacher Induction; Summer PD Trainings; Program Development Work</i></p> | <p>Central Office Staff, District Content Directors</p> |

Through extended learning opportunities, supported by targeted interventions, student achievement will dramatically increase, as measured by results on State assessments aligned to Indiana academic content standards. (Annual Goals)

| Month | SIG-Funded Components & Related Tasks |
|--------|---|
| July | <p>Purchase tools for after-school Literacy Academy (themed Novel Units, ARI Diagnostic testing & intervention materials)</p> <p>Select the individual to serve as the after-school Literacy Academy Diagnostician</p> <p>2 Days of ARI Training (diagnostic assessments & instructional strategies) by Mary Lynn Woods for After-School Literacy Academy Leadership (Coordinator, Diagnostician & 2 Reading Teachers)</p> <p>Selection of highly-effective after-school Literacy Academy Reading Teachers and Orton-Gillingham-Trained Reading Teachers (pull district-wide, or beyond, as needed)</p> |
| August | <p>Training of after-school Reading Teachers by Donna Walker (IPS Literacy Director) to use themed Novel Units during Literacy Academy instruction</p> <p>*Identification of Enrichment sessions/teachers to be offered at Intersession</p> <p>Selection of Intersession Academic & Enrichment teachers</p> <p>Part-time Data Clerk and Police Officer identified to support after-school instructional programs</p> |

IPS District Training of Intersession Staff (August 25-29)

Identify students required to attend after-school Literacy Academy (based on SRI results)

After-School Literacy Academy Begins (2 hrs, Mon-Thurs for 33 weeks)

Half-day of ARI Training (diagnostic assessments & instructional strategies) by Mary Lynn Woods for After-School Literacy Academy Leadership (Coordinator, Diagnostician & 2 Reading Teachers)

Sept Final selection of Intersession Academic & Enrichment teachers

Selection of students required to attend Intersession

IPS District Training of Intersession Staff

Selection of after-school Academic Content Teachers for student remediation

Half-day of ARI Training (diagnostic assessments & instructional strategies) by Mary Lynn Woods for After-School Literacy Academy Leadership (Coordinator, Diagnostician & 2 Reading Teachers)

October

After-School Academic Support Begins (2 hrs, Mon-Thurs for 27 weeks)

Fall INTERSESSION October 10-21, 2011

Implement full-day academic and enrichment sessions (10 days)

Dec Evaluation of the effectiveness of after-school Literacy Academy instruction

January Identification of Enrichment sessions to be offered at Intersession

Feb Selection of Intersession Academic & Enrichment teachers

March Selection of students required to attend Intersession

Spring INTERSESSION March 26-30, 2012
Implement full-day academic and enrichment sessions (5 days)

June **Evaluation of the effectiveness of after-school Literacy Academy instruction**

Additional social, behavioral, community and family initiatives will further support student attendance, motivation and learning in school.

| Month | SIG-Funded Components |
|--------|---|
| July | Purchase student incentives for exceptional performance & behavioral rewards Monthly Family Night Dinner (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff) |
| August | Greg Abati, Behavioral Management Specialist, conducts thorough analysis of needs and begins work with school staff to establish rules, rituals and routines to address issues. Dates of availability will be finalized upon approval of SIG grant. (Months identified within this timeline are estimated) School Culture Officer (uniformed police officer) will conduct routine neighborhood sweeps, make home visits and work collaboratively with Social Worker to get truant students back into school (33 percent truancy rate in 2010). Graduation Coach will use research-based risk factors to identify freshman cohort for targeted interventions. Initial work with students will begin in August. |
| Sept | Monthly Family Night Dinner (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff) Greg Abati work with targeted staff/embedded PD for identified staff |

School Culture Officer (uniformed police officer) will conduct routine neighborhood sweeps, make home visits and work collaboratively with Social Worker to get truant students back into school (33 percent truancy rate in 2010).

Freshman Graduation Coach will address targeted students' non-academic barriers; ensure they are in school and meeting classroom expectations; attending after-school and extended-time remediation supports, as needed; and inform the work of monthly *Learning Log* data meetings. Credit accumulation of all freshmen will be tracked & reported to staff (mid-year and end-of-year reports).

Monthly Family Night Dinner (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff)

Greg Abati work with targeted staff/embedded PD for identified staff

School Culture Officer (uniformed police officer) will conduct routine neighborhood sweeps, make home visits and work collaboratively with Social Worker to get truant students back into school (33 percent truancy rate in 2010).

October

Freshman Graduation Coach will address targeted students' non-academic barriers; ensure they are in school and meeting classroom expectations; attending after-school and extended-time remediation supports, as needed; and inform the work of monthly *Learning Log* data meetings. Credit accumulation of all freshmen will be tracked & reported to staff (mid-year and end-of-year reports).

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Monthly Family Night Dinner (to provide updates on reform efforts, seek input, celebrate successes, and enjoy dinner with students, families & staff)

March

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June Freshman Graduation Coach will address targeted students' non-academic barriers; ensure they are in school and meeting classroom expectations; attending after-school and extended-time remediation supports, as needed; and inform the work of monthly *Learning Log* data meetings. Credit accumulation of all freshmen will be tracked & reported to staff (mid-year and end-of-year reports).

July Effectiveness of these initiatives will be monitored across the school year, with adjustments made as warranted. End of year evaluation results will demonstrate impact.

| Capacity Task | Yes | No | District Evidence |
|--|-----|----|-------------------|
| 16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i> <ul style="list-style-type: none">• Professional Development sign in sheets aligned to SIG funded PD• Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency) | | | |

As detailed in **Section E, Question 5**, in January 2011 a district-funded **Turnaround Office** was established for Indianapolis Public Schools. The newly-appointed **Turnaround Director**, Yvonne Rambo—selected as last year's

National Middle School Distinguished Educator of the Year, was reassigned to this position. An experienced school leader, she fully understands the needs of high-poverty, low-achieving schools and has demonstrated her effectiveness in turning around school performance. Evidence of her effectiveness is documented in **Section E** and her resume is attached in the **Appendices** of this proposal.

To support the everyday needs of the turnaround principal and staff, highly-effective district-funded **Specialists** have been assigned to the Turnaround Office, including: **Special Education** (Patricia Elff) and **ELL** (Catherine Fuller) Specialists; **Technology Instructional Specialist** (Christine Strattman); and Reading Interventionist (TBA). A **data specialist** (Kathy Ducote) is also assigned to work specifically in support of turnaround schools.

Turnaround around specialists' individual **skills sets** are identified in **Section E, Question 5**, and their resumes are attached in the **Appendices** of this proposal.

The newly-appointed Turnaround Director and turnaround principals report directly to the **Associate Superintendent, Dr. Li-Yen Johnson** who was instrumental in the application for and implementation of the IPS *Phase I* SIG-funded turnaround schools: George Washington and John Marshall Community High Schools. These two high schools will be entering Year 2 of implementation of their successful Turnaround Model initiatives.

Dr. Johnson has the knowledge, determination and the authority to be responsive to issues that can impede success—particularly as they relate to personnel issues (hiring and firing of staff). She also plays an integral and ongoing role in the selection of and work provided by contracted External Partners.

External Partner roles are **detailed within this grant proposal** and resumes of each partner are provided in the **Appendices** section of this proposal.

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| 17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. | X | | |
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All models

As a result of the Takeover status of seven IPS schools, community engagement relevant to school turnaround has been particularly strong. Community meetings, both specific to State intervention and to SIG turnaround interventions (e.g., the replacement of the principal and more than 50 percent of school staff; the development of a SIG proposal to support local intervention efforts), have been convened by both Superintendent Eugene White and by State Superintendent of Public Instruction Tony Bennett.

Dr. White began his community meetings in January 2010, soliciting public input as he charged existing school staff with the development of turnaround plans. While Superintendent White led initial meetings, building principals followed up with turnaround planning meetings and discussions with building staff and community members.

In January 2011, Dr. White announced administrative changes for the upcoming 2011-12 school year and called for the replacement of principals and reconstitution of staff (particularly for any school seeking SIG Turnaround Model funding to support its intervention efforts for the 2011-12 school year).

Dr. White met with community members at the Indianapolis Urban League on February 10, 2011 and provided a PowerPoint that was shared at that meeting, titled "Turnaround Schools in the Indianapolis Public Schools." By spring 2011, he hosted community meetings at school sites for the seven schools potentially eligible for State takeover or intervention where community members heard the school's current status from state officials, discussed ideas and solicited community input and support.

- March 14, **Manual**;
- March 23, **Donnan**;
- April 6, **Broad Ripple**;
- April 11, **Howe**;
- April 18, **Arlington**,
- April 25, **Washington**; and
- April 27, **Northwest**.

These meetings were followed by community meetings hosted by State Superintendent, Dr. Tony Bennett and Department of Education officials. Building principals urged community participation at these events (through ConnectEd and direct

contact), information was posted on the IPS website, and newspaper articles and television coverage heightened public interest in participation. Dr. Bennett's community meetings began at 6:30 pm and were held in each school's auditorium on:

- May 31: **Broad Ripple Magnet High School for the Arts and Humanities**, 1115 Broad Ripple Ave.
- June 1: **Arlington Community High School**, 4825 N. Arlington Ave.
- June 8: **Emmerich Manual High School**, 2405 Madison Ave.
- June 9: **Northwest High School**, 5525 W. 34th St.
- June 13: **T.C. Howe Community High School**, 4900 Julian Ave.
- June 20: **Emma Donnan Middle School**, 1202 E. Troy Ave.
- June 29: **George Washington Community High School**, 2215 W. Washington St.

| Capacity Task | Yes | No | District Evidence |
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| 18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. <i>All models (Title I, Title II, Title III, IDEA, E-Rate, TAP)</i> | | | |

| Other Aligned Resources: Grant Activities for HOWE Community High School | | |
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| SIG-Funded Intervention | Other Resources | Funding Source |
| 5-Day Annual Summer Trainings, aligned to <i>8-Step Process & Annually-Identified Priorities</i> | District Turnaround Director oversees turnaround schools, provides support and is accountable for reporting implementation progress & student performance results | <i>Title I</i> |

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| | <p>District Content Directors develop Instructional Calendars (aligned to State Academic Calendars), design & score monthly Scrimmage/Benchmark formative assessments) and provide professional development</p> | <i>General Funds</i> |
| | <p>Associate Superintendent provides direct-report of Turnaround Director and SIG Turnaround Principal, enabling efficient resolution of issues</p> | <i>General Funds</i> |
| Reading Apprenticeship Initiative, Instructional Leadership & Efficacy of Instructional Practice | <p>3 Reading Teachers provide elective Reading and ECA lab classes (in addition to core E/LA coursework) to support students with greatest needs</p> | <i>Title I</i> |
| | <p>14 Special Education coach/teachers provide direct and co-teaching support to IEP students</p> | <i>IDEA</i> |
| | <p>1 ELL teacher provides support for students in Proficiency Levels 1 & 2</p> | <i>Title III</i> |
| | <p>Funding provides job-embedded professional development to support the achievement of limited English proficient students</p> | <i>Title III</i> |
| | <p>Supports training for teachers of gifted & talented (high-ability) students</p> | <i>IDOE High-Ability</i> |
| | <p>IPS's Professional Development Center (formerly Forest Manor Middle School) serves as hub for annually providing hundreds of hours of training, provided by district Content Directors: (Donna Walker, Literacy; Teresa Morris, Math; Susan Becker, Science; and Gerald McLeish Social Studies). Outside training events are also hosted at the IPS Professional Development Center</p> | <i>District funds</i> |

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| | Reading Apprenticeship training (Donna Walker, Linda Jesse & district literacy staff) supports content teachers use of literacy comprehension strategies across core content coursework. They will play a key role in expanding Howe's Reading Apprenticeship initiative to additional (all) grade levels across the next three years. | <i>Title II and WestEd initiatives (via federal i3 grant)</i> |
| | District provides annual principal training for conducting teacher performance evaluations | <i>Title II A</i> |
| | Turnaround Office Reading Interventionist, Special Education and ELL Specialists provide modeling, mentoring & professional development | <i>Title I</i> |
| | Funding supports the recruitment of principal/teaching staff with the capacity and the willingness to effectively support turnaround expectation for significantly increasing students' achievement | <i>Title II</i> |
| 8-Steps Quarterly Process Checks & External Consultant monthly on-sites | Cynthia Roach, district Director of Assessment, provides State assessment (ISTEP+ and ECA) results for Turnaround School and comparisons to district/State averages | <i>General Funds</i> |
| | Kathy Ducote is district data expert for Turnaround Schools (district Scrimmage/Benchmark data comparisons to district results) | <i>Title I</i> |
| | Turnaround Office Instructional Technology Specialist (supports turnaround school's data tracking systems) | <i>Title I</i> |

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| | District E/LA, Math & Science Content Directors oversee formative assessments and the resolution of relevant issues, e.g., alignment, rigor & maintenance | <i>General Funds</i> |
| | District Associate Superintendent and Content Directors annually provide New Teacher Induction summer training introducing the district's <i>Instructional Calendar</i> and formative assessments (<i>Scrimmages/Benchmarks</i>) & use of IPS Online tools. | <i>General Funds & Title II</i> |
| | IDOE state Title I director and Title I staff support 8-Steps Trainings and provide technical assistance to schools using this improvement process | <i>Federal Funds</i> |
| 6 CADRE Teachers (and new teachers hired via staff vacancies) | Recruitment of new teachers, including candidates from Teach for America, Woodrow Wilson Scholars, Indianapolis Teaching Fellows (Marian) and New Teachers Project | <i>Title II</i> |
| Instructional Coach (also serves as the Data Coach for formative & summative assessments) | Limited funding available to support coaches (significant levels of funding re-directed to support Intersession remediation efforts), but 1 E/LA and 1 Math data coach | <i>Title I</i> |
| | District Turnaround Office Support: Reading Interventionist; Special Education & ELL Specialists; Technology Instructional Specialist provide onsite coaching & technical assistance to Turnaround school instructional leadership and teachers | <i>Title I</i> |
| | Kathy Ducote, district data expert for Turnaround Schools, will support Instructional Coach in the role as Data Coach during monthly <i>Learning Log</i> (data) meetings for using monthly <i>Scrimmage/Benchmark</i> data to inform instruction & re-group students for intervention support | <i>Title I</i> |

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| College Readiness Center partnership with Ivy Tech | <p>Dual Credit and Advanced Placement coursework offered. New teacher leadership for these classes (selected by turnaround principal) to improve College Readiness</p> <p>AVID-trained teachers (7-12) provide student support. Again, new turnaround principal has made leadership changes for all College Readiness programs.</p> <p>Dual Credit classes with Vincennes University for Building Trades students in partnership with ABC Construction</p> <p>New Lead Counselor selected by Howe's turnaround principal will ensure that students are appropriately scheduled for coursework to prepare them for higher education after graduation</p> | <i>General Funds</i> <i>General Funds</i> <i>General Funds</i> <i>General Funds</i> |
| PD for Two Grade 9 Teachers to take WestEd Training | This is <u>new training</u> , through IPS partner, WestEd (recipient of competitive i3 Grant award for implementing Reading Apprenticeship Model for <u>teachers' use</u> of comprehension strategies across core content classrooms). This new program is for <u>students' use</u> of strategies across core academic coursework. | <i>Not Applicable</i> |
| WestEd PD for Ten Grade 9 Content Teachers to use the Reading Apprenticeship Model; WestEd expert support; and an RA Coach (add Grade 10 Content Teachers in Year 2; add Grades 11 & 12 Content Teachers in Year 3) | WestEd Strategic Literacy Initiative (developer of the Reading Apprenticeship Model) used in a cohort of IPS schools-- may be able to sustain support over the i3 5-year funding period | <i>i3 Grant Award</i> |
| | IPS Literacy Director (Donna Walker) and members of her staff have received Reading Apprenticeship Model trainings. They will provide the ongoing support. | <i>General Funds (Director) and Title II A Trainings</i> |
| | Turnaround Office Reading Interventionist can provide additional training and support | <i>Title I</i> |

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| <p>After-School Literacy Academy (and ARI diagnostic assessment training by Mary Lynn Woods) and Academic Support Programs</p> | <p>PD Training by district Literacy Director for use of Novel Units during Literacy Academy</p> | <i>Title II</i> |
| | <p>District Reading Teachers/Specialists and Orton-Gillingham-trained Teachers will be selected (district-wide and beyond, as needed) to provide after-school instruction (2 hrs. Mon-Thurs) to students reading two or more years below grade level</p> | <i>General Funds and Title I</i> |
| | <p>School-day Reading classes and ECA labs (providing an additional class for struggling students)</p> | <i>Title I and General Funds</i> |
| | <p>Alternative interventions available to support after-school initiatives: Linda Jesse, Reading Apprenticeship Specialist; Plato Specialist; Achieve3000 Specialist; SpringBoard Specialist within the district Literacy Office</p> | <i>Title II</i> |
| | <p>STEM college tutors provide additional instructional support during students' study periods (students referred by teachers)</p> | <i>IUPUI</i> |
| <p>Intersession Instruction to add 15 days to the instructional school year</p> | <p>8-hours of IPS District Training for Intersession staff: August 25-29 and October 2011</p> | <i>Title II & District Funds</i> |
| | <p>IPS will provide: Principal (& all 12-month staff); Content teachers for E/LA & Math; 2 Reading Specialists; 1 Special Education Teacher; 1 Computer Specialist; 1 Parent Liaison; 1 Social Worker; Shared OT/PT, Speech Pathologist & Nurse; Staff Training; Student Transportation; Security Officers; Breakfast & Lunch for Students</p> | <i>District Funds, Title I & USDA School Nutrition Funds</i> |
| | <p>Applicant candidates will be recruited for teaching academic or enrichment classes from district-wide applicant pool and from candidates & resources outside of the district</p> | <i>District & Title II</i> |

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| <p>Behavioral Management Specialist, Greg Abati</p> <p>Graduation Coach</p> | <p>Support for Intersession activities will also come from parent, business, community & university partners; RFP proposals from teachers for Enrichment sessions</p> | <i>Private, university & partnership support</i> |
| | <p>IPS summer school program & remediation funding available for interventions that extend the school year</p> | <i>State funding</i> |
| | <p>School discipline team will establish rules, rituals & routines to address school-wide behavioral issues</p> | <i>General Funds</i> |
| | <p>Guidance Counselors and Social Worker will participate in trainings & the development of effective interventions, for use school-wide</p> | <i>General Funds</i> |
| | <p>Full-time Behavioral Specialist will be supported through guidance & training provided by Abati to address behavioral issues resulting in excessive suspension rates</p> | <i>IDEA</i> |
| | <p>Indianapolis Chamber of Commerce (funding will no longer be available next year)</p> | <i>Not Applicable</i> |
| | <p>Collaborative work with IDEA-funded Behavioral Specialist to ensure timely credit accumulation of students to ensure graduation from high school</p> | <i>IDEA</i> |
| | <p>Work with community partners and relevant County & State agencies to address at-risk students' non-academic barriers that interfere with learning</p> | <i>Non-Financial Community Partnership Supports</i> |
| | <p>Collaborate with school counselors and social worker to resolve attendance and family issues</p> | <i>General Funds</i> |

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| School Culture Officer to address 33 percent truancy rates | <p>The school's full-time Behavioral Specialist will work collaboratively with the Culture Officer to implement established rules, rituals & routines that will reduce truancy issues</p> | <i>IDEA</i> |
| | <p>Howe's school Discipline Team provide names and prioritize those students with the highest levels of truancy for intervention by the Culture Officer</p> | <i>General Funds</i> |
| | <p>The Title I Parent Liaison will coordinate monthly Family Night Dinners (to share reform updates, seek input, celebrate successes & enjoy dinner with students, families and staff)</p> | <i>Title I</i> |
| | <p>The Parent Liaison conducts 10 home visits (minimally) per month, provides monthly parent workshops (to share build their understanding & keep them connected to IPS resources & support family needs)</p> | <i>Title I</i> |
| Community Partnerships | <p>The Community Partner Coordinator will sustain and enhance business, university and community partnerships established at Howe. Coordinator play lead role in the new dual credit partnership with Vincennes University and ABC Construction Company. Contributions to enable college visits to historically Black colleges, for aspiring HS students, will be sought by the Coordinator.</p> | <i>Partnership Grant Award</i> |
| | <p>CISCO Program provides dual credit for wireless networking</p> | <i>Ball State University</i> |
| | <p>Community Health Network operates a free clinic at Howe</p> | <i>CHN</i> |

| | | |
|--|---|---|
| | A Fitness Center at Howe (similar to a Cardinal Fitness) offers annual \$20 memberships providing staff and community members access to weight machines, free weights, aerobic room (with flat screen TVs), Wii Fit, and rock climbing wall | IUPUI Partnership Grant |
| | IMPD sustains an office at Howe (Officer Harris) to establish relationships & mentor at-risk students (through its OK Program). The school year "Kick It" initiatives to support students is held on Saturdays | Indianapolis Metropolitan Police Department |
| | Annual Health Fair event is free and open to the public. Games, healthy food promotions, free health screenings & prizes are enjoyed by all | IUPUI Partnership |

19. The district demonstrates the ability and commitment to increased instructional time.

Turnaround, Transformation Models

- *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
- *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
- *A needs assessment has been completed to identify areas where extended time can be most effectively used*
- *Increased learning time is structured as a vehicle to support differentiated learning (ex:...)*
 - *An additional block of time embedded into the school day*
 - *Summer enrichment/remediation*
 - *Saturday intervention*
 - *Before or after school enrichment/remediation*
 - *School vacation weeks*
- *Compensation for extended day is identified by the LEA*

As described in **Section B, Question 2** (and further detailed in **Section E, Question 8**), we are able to demonstrate our ability and commitment to increased instructional time for students.

- This proposal extends learning for students through two initiatives: (1) **after-school academic programs** for 2-hours on Monday through Thursday; and (2) an **additional 15 school days (Intersessions)** that will offer a 195-day school year for participating students.

- **Learning time for students will be increased by more than 300 hours:**

15 Additional Intersession School Days x 6 hours per day = 90 hours

After-school Literacy Academy: 4 days x 2 hours (8 hours) x 33 weeks = 264 hours

After-school Academic Support: 4 days x 2 hours (8 hours) x 27 weeks = 216 hours

At a minimum, students would receive 306 additional hours; at a maximum 354 hours

Key data findings, presented in Section A of this proposal were used to determine priority academic areas for extended-time supports.

- The new after-school **Literacy Academy** will **differentiate instructional strategies** (based on student needs and ARI diagnostic test results), offer adjusted teacher-student instructional ratios (with highest need students working 1:4, or less; and other students working in grouping up to 1:20); and be provided by **highly-qualified Reading Specialists** and **Orton-Gillingham-trained Reading Teachers**. Teachers will be selected from across the entire district (and beyond, as desirable) and be paid hourly wages for extended-time instruction.

Howe's mid-year SRI results showed that 312 students (**40 percent**) were **reading two or more years below grade level**.

- The new **after-school Academic Support** program will provide **highly-qualified content teachers** (selected by the turnaround principal) to offer instructional support needed **based on the student's performance on formative assessments** (monthly *Scrimmage/Benchmark*), **classroom performance** or teacher recommendation. How will **regroup students**, based on need, for after-school instructional support in the content areas of **English/language arts, mathematics, algebra and biology**. **Instructional group size will vary** depending on instructional focus and degree of need of each student. Teachers selected to provide extended-time instruction will be **paid their hourly wages**.
- Beginning in school year 2011-12, a new district-wide **balanced calendar** will offer a two-week break in the fall and a one-week break in the spring (in addition to traditional seasonal breaks). These breaks, called **Intersessions**, will be used to extend student learning. An additional **15 full-days** of instruction will be provided for students. The district will fund remedial support in the academic content areas of English/language arts and mathematics. SIG grant monies will be used to hire **additional highly-qualified content teachers** (to supplement the district's efforts, reduce teacher-student ratios and—possibly—reach greater numbers of students). SIG funding also will be used to **add Enrichment teachers** (highly-engaging sessions, designed to motivate student attendance). All instructional teachers will be **paid their hourly wages**.

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2010-11*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

| Indicators of LEA Commitment | Description of how this commitment was or will be completed |
|---|---|
| <p>1. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly); (h) Maintaining accurate documentation of meetings and communications; (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline. | |

Design and implement school intervention model consistent will federal application requirements.

(a) As demonstrated in Section A, a comprehensive needs assessment was conducted to ascertain priority needs within the school. Using findings and root causes from the *Analysis of Student and School Data, Self-Assessment of Practices of High-Poverty, High-Performing Schools*, feedback from IDOE Quality Review Reports and input from Indianapolis Public Schools Phase 1 turnaround principals, overall needs were identified to inform reform design and related proposal components.

The two overarching needs identified were:

- Impact **teacher efficacy** in the delivery of highly-effective classroom instruction; and
- Establish a **process to systematically use data** to inform and differentiate instruction.

(b) As is demonstrated in **Section C**:

A **proposed budget** that is sufficient and appropriate covers all elements of intervention through SIG funding. All requested funds are reasonable, allocable and necessary and fall within the established levels available under this grant.

Other State, federal and local funding sources align with and support major elements of the proposal, as demonstrated in **Section D, Question 3**.

The district and the school staff have the **credentials and track records** to successfully implement the Turnaround Model reform initiative. The turnaround principal has been selected based on their performance, observations, past work achievements and the recommendation of the superintendent.

Multiple community meetings have been held, more than **50 percent of existing staff** has been removed from the school (effective for 2011-12), and **retained or incoming staff selected by the turnaround principal, based on their capacity and willingness** to fully-participate in expectations detailed within this proposal.

The **superintendent, school board and teachers' association** are committed to ensuring that the turnaround principal has **greater authority and flexibility** than similar, traditional IPS schools (e.g., not bound by teacher contract language upheld for traditional IPS school leaders), as supported in **Section C, Questions 10-12**.

The **detailed Timeline** provided in **Section C, Question 15** of this proposal is **realistic** and demonstrates **implementation of all elements during school year 2011-12**. The district also has demonstrated its capacity through its **successful Model implementation in its Phase 1 turnaround schools** (George Washington and John Marshall Community High Schools).

Increased learning time is embedded into the school's daily schedule for both students—and for staff. Students receive instructional support daily for two hours after school, **Extended-time** learning occurs during **15 additional school days** (during Balanced Calendar *Intersessions*). Master Schedule provides **weekly planning, collaboration and data meeting times** for teachers. They also annually participate in **5- 10 days of summer trainings, weekly after-school professional development, and episodic Saturday work sessions**. **Compensation** for extended time is specified in **Section C, Q 19**.

Increased instructional time for students is tiered for differentiated learning and supported by licensed and highly-effective educators, selected by the turnaround principal.

- (c) The **school improvement process** is aligned to designed turnaround interventions through the implementation of the **8-Step Process for Continuous Improvement** (Dr. Pat Davenport) and the delivery of teacher efficacy trainings and coaching support described within the proposal. These services are described in **Section D, Question 2**. Further evidence of the alignment among all proposed interventions is provided throughout the proposal, as well as within the budget and Timeline descriptions.
- (d) **Other resources that will support** the turnaround design and implementation of proposed interventions are detailed in **Section C, Question 18** and in **Section D, Question 3**.
- (e) Evidence of the engagement of stakeholders (staff, parents and community) occur throughout the proposal, but most notably in **Section C, Questions 9-14 and Question 17**.
- (f) Teachers are scheduled into **collaborative planning and data meetings** on a **weekly basis (at a minimum)**, as demonstrated in **Section E, Question 4** (Job-embedded professional development).

(g) – (j) The **district's turnaround director** will oversee the expectations delineated below. She will work in collaboration with the **turnaround principal**, the **project manager** or other personnel designated by the turnaround principal. The following documentation will be established and reporting requirements will be met, upon approval of an approved SIG turnaround plan:

- Documents to support ongoing communication with External Providers who provide professional development activities relevant to the grant award;
- Meetings and communications will be tracked;
- Schedules, goals and timeline will be followed or amended—and followed, as approved by the IDOE;
- All data or forms, required for reporting by the IDOE to the USDE will be submitted in accordance with the established timeline.

| Indicators of LEA Commitment | Description of how this commitment was or will be completed |
|--|---|
| (2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i> (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. | |

- (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),
(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and
(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE.
Intervention and school improvement activity providers will be held to the same criteria as external providers.

The Turnaround Model requires the selection and implementation of an instructional model based on student needs. Job-embedded professional development, designed to build capacity and support staff, is an integral component of successful turnaround models. The model anticipates the continuous use of data to inform decision-making and differentiate instruction and supports.

(a) Identify External Partners Based on School Needs; and

(b) Selecting Partner Based on Commitment of Timely and Effective Implementation and the Ability to Meet Turnaround School Needs

A review of our **Key Data Findings and Root Causes** (based on Achievement Data Findings, Student Leading Indicators, *Self-Assessment of Practices in High-Performing Schools*, and IDOE *Quality Review Findings*) led to the identification of **two over-arching needs**.

- The need to establish a **process to systematically use data to inform and differentiate** instruction that would lead to continuous school improvement; and
- The need to **impact teacher efficacy** in the **delivery of highly-effective classroom instruction**.

As a former recipient of SIG grant funding, the search for an External Partner was a task with which we were familiar.

Throughout this year's search, efforts were focused on identifying partners who could provide services directly-aligned with our priority needs.

Over the past five months, countless days and hours have been devoted to the analyses of and interviews with potential External Partners. Initially we began with providers either known to us or highly-recommended by others. While attending the October 2010 Council of Great City Schools conference in Tampa, we began networking with urban leaders in other states. Encouraged by references made by urban colleagues, in January we began our investigation with **Pearson Learning Solutions**. From our first conversations, to the last, our intent was to secure highly-skilled personnel willing to invest significant time, *onsite*, to support teacher efficacy in the delivery of highly-effective classroom instruction.

While conversations were stimulating and programs offered appeared worthy, they were (in large measure) *programs*—not long-term *personnel* support. Essentially, through Pearson, various programs—aligned to the RtI model—were presented that provided a Workshop approach for core instruction (Tier 1). Intervention programs (i.e., Literacy Navigator, Mathematics Navigator, and Science Navigator) would support struggling students (Tier 2); and Ramp-Up programs (for English, math and science) would be used to replace instruction for those students unable to access the core instructional program.

Substantial and sustained ground-support for building teacher capacity to use these tools (and employ effective instructional approaches) could not be offered at the level we had anticipated. Further, the Pearson initiative would require the use of their interim (QRI assessments) and annual pre/post Gates-MacGinitie testing (available through Pearson) to enable comparisons to other schools and districts, nationwide.

At that point, efforts shifted to conversations with **SchoolWorks**, the existing External Partner for John Marshall and George Washington Community High Schools (district turnaround schools). As with Pearson, we sought more intensive ground support—more time onsite and providers who would be more readily-accessed than what previously had been negotiated for our two turnaround high schools.

While both Marshall and Washington have enjoyed and benefitted from their partnership with SchoolWorks, external evaluations of those partnership efforts occurred in May. Although progress was evidenced, through the work with SchoolWorks, the provider's impact was not viewed as substantial enough to make the levels of improvement expected of a SIG Turnaround Model school.

Ultimately, it was decided to do two things:

- (1) Select as our External Partner **a proven provider** to help us establish a **process that systematically uses data to inform and differentiate instruction**; and
- (2) To address our **instructional efficacy issues** through the selection of exceptional Coaches, augmented by continuous and embedded professional development supports described throughout this grant proposal (e.g., Reading Apprenticeship initiatives, Literacy Academy trainings).

Our selected **External Partners** have been carefully chosen based upon our **highest priority need** and the **partners' demonstrated ability** to provide timely services that can effectively guide and support turnaround teaching and learning in our school. A brief summary is provided below.

Lead External Partner: Dr. Pat Davenport will provide the foundation and systematic framework for turnaround principal and staff's routine use of data for continuous school improvement. Using her nationally acclaimed and highly-successful *8-Step Process for Continuous School Improvement*, she will provide intensive annual summer process trainings and conduct Quarterly *Process Checks* to oversee and inform process implementation.

The *8-Step Process*, first used in Indiana's MSD of Warren Township Schools and, subsequently, in IDOE-identified high-need schools, is a proven system to: (1) continuously **use Data** to determine areas of strength and weakness; (2) follow **Instructional Calendars** (pacing guides) to ensure coverage of required academic standards; (3) maintain

Instructional Focus; (4) use formative and summative **Assessments** for decision-making; (5) provide extended **Tutorial** support to struggling students; (6) provide extended **Enrichment** opportunities to students who have mastered current work; (7) ensure **Maintenance** of previously-taught standards; and (8) routinely **Monitor** process implementation.

External Consultant: Linda Miller will supplement the summer and quarterly work of Dr. Davenport by conducting *monthly* intermittent *Process Checks* that will primarily **focus on two key elements** of the *8-Step Process*. She will provide on-going external reviews and offer technical assistance relevant to the effective implementation of monthly “**Learning Log**” data meetings and daily “**Success Periods**” for providing targeted and engaging support for re-grouped students.

As a turnaround school, we know that the only way to dramatically increase school performance is for everyone to be on the same page. With the expertise and leadership provided by our External Partners and the SIG funding to initiate these systems of support, our school will have the knowledge, resources and the time to accomplish tasks intrinsic to our proposed reform model.

(c) Interviewing and Analyzing External Providers (Evidenced-based Effectiveness, Experience, Expertise)

Dr. Patricia (Pat) Davenport: *8-Step Process for Continuous Improvement*

Unless the culture and practices of a turnaround school are fundamentally changed, nothing new is accomplished. In 2002, MSD of Warren Township (Indianapolis) embraced an *8-Step Process* for continuous improvement. With no excuses for race and poverty, K-8 schools that once had 40 percent student passing rates on ISTEP+ now have more than 70 percent (and higher) passing. While a scattering of schools, nationwide, had implemented the *8-Step Process*, Warren was Indiana’s first district to do so.

The *8-Step Process* is an integrated system based on Edward Deming's *Plan-Do-Check-Act* business management model and Effective Schools research—using strategies borne out by studies of high-poverty, high-performing schools that succeed when others fail. Eight foundational strategies are continuously implemented:

- (1) Data Disaggregation: Test scores identify strong and weak curriculum areas, practices and instructional groups;
- (2) Instructional Calendar: Aligned to Indiana Academic Standards, the district's *Instructional Calendar* paces instruction to ensure coverage of all standards to be taught and learned across the school year. The *8-Step Process* informs any adjustments that should be made, based on student needs and the weight of standards objectives;
- (3) Instructional Focus: Calendars determine the focus of research-based, differentiated instruction. Academic coaches enhance classroom practices. The turnaround principal has selected an exceptional and proven leader to serve as the school's SIG-funded Instructional Coach. As a member of the school's *Instructional Leadership Team* (and, thereby, a full participant in *8-Steps* trainings and *Process Checks*, the Coach will play a key and influential role in guiding and supporting effective classroom practices in the turnaround school.
- (4) Assessment: Monthly *Scrimmage/Benchmark* (formative) assessments identify mastery and non-mastery students; turnaround principals, teacher teams, specialists and coaches collaborate to analyze test data, adjust instruction and appropriately group students for *Success Period* interventions;
- (5) Tutorials: Daily, 30-minute *Success Periods* and after-school Academic Support Programs are used to regroup students to re-teach non-mastered target areas; and (6) to provide Enrichment for mastery students;

(7) Maintenance: Previously-taught standards are retained through periodic and cyclical review; and

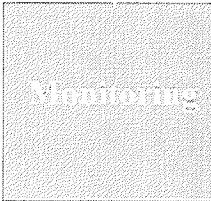
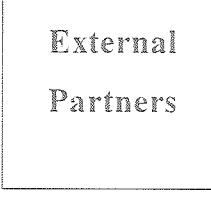
(8) Monitoring: Process implementation is monitored through:

- **Weekly** site visits by the district Turnaround Office staff;
- **Monthly** External Consultant onsite observations and technical assistance, as well as *Instructional Leadership Team* discussions centered around *Learning Log* (data) meetings and findings;
- **Weekly** turnaround principal classroom walkthroughs;
- **Posted Data Walls** that are **continuously updated**; and
- **Quarterly** *Process Check* meetings conducted by Dr. Pat Davenport involving the participation of the Associate Superintendent, Turnaround Office Director and Staff, the External Consultant, and the turnaround school's principal and *Instructional Leadership Team*.

The following GRAPHIC shows the alignment between the **8-Step Process**, elements in place within the turnaround school, and components funded through proposed SIG grant funding.

An 8-Step Process for Continuous Improvement

| 8 STEPS | 8-Step Process Integrated with SIG-Rounded Elements |
|---------------|---|
| DATA | Building teams hold monthly meetings to analyze disaggregated data, determine students' needs, inform practices, and update Data Walls |
| INSTRUCTION | SIG <i>Instructional Calendars</i> , aligned to standards, pace teaching and learning Summer & Saturday teacher teams develop aligned <i>Success</i> strategies |
| INSTRUCTION | SIG Calendars determine focus of research-based, differentiated instruction. Teacher training, walkthroughs, and academic coaches enhance practice. Full-time instructional Coach; Reading Apprenticeship initiatives |
| ASSESSMENT | SIG Monthly <i>Scrimmage/Benchmark</i> tests used in Learning Log (data) meetings to select tutoring/enrichment students and to share best practices External Consultant conducts monthly <i>Process Checks</i> , provides technical assistance during <i>Learning Log</i> principal-teacher team meetings Countdown Calendars established 20 days prior to ISTEP+ tests Performance Incentive Awards linked to <i>8-Steps</i> implementation |
| INTERSESSIONS | SIG Daily 30-minute <i>Success Periods</i> provide additional tutorial support 15 additional school days during fall/spring <i>Intersession</i> . Extended 2-hours, after school Mon-Thurs: Literacy & Academic Support |
| ENRICHMENT | SIG Daily 30-minute <i>Success Periods</i> provide additional enrichment Provide Enrichment classes during 15 days of Intersessions |
| Maintaining | Retain previously-taught standards through periodic and cyclical indicator |

| | | |
|---|------------|--|
| | | review on daily and weekly classroom tests and formative assessments |
|  | SIG SIG | <p>Process implementation routinely monitored by district leadership through site visits, monthly data meetings, walkthroughs, and Data Walls</p> <p>Quarterly <i>Process Checks</i> by External Partner</p> <p>Monthly, onsite targeted <i>Process Checks</i> & technical assistance by External Consultant</p> |
|  | SIG | <p>External Partner: Dr. Pat Davenport. <i>8-Step Process</i>, quarterly <i>Process Checks</i></p> <p>External Consultant: Linda Miller. <i>Learning Logs</i> and <i>Success</i> implementation</p> <p>Annual 5-day Summer Training Retreat for Targeted Leadership PD</p> |

Linda Miller: External Consultant for the 8-Step Process

We have selected Linda Miller to supplement the summer and quarterly work of Dr. Davenport by conducting *monthly Process Checks* to support the implementation of this work, to provide guidance and technical assistance to the principal and leadership teams during “Learning Log” data meetings, and to monitor our effective implementation of “Success” interventions (during the school day and in the after-school programs).

Ms. Miller brings extensive experience and expertise that make her uniquely qualified to provide this support. As the former state director of the federally-funded Title Program and assistant superintendent for the Indiana Department of Education, she fully-understands State and federal policies, using assessments that drive decision-making, employing research-based best practices, and implementing effective strategies for increasing achievement and graduation rates in high-poverty, low-performing schools.

Through her more recent work as a Project Manager overseeing a Lilly Endowment grant in Warren Township, she was able to fully experience *the 8-Step Process*. Close work with Superintendent Hinckley, trainings by Pat Davenport and participation in *site-based Process Checks* at Warren's elementary, middle and high school programs have provided her with invaluable insight to the *8-Step Process* work we are beginning in IPS.

Beyond that, Ms. Miller is a known entity, insofar as we have previously worked with her. We have first-hand knowledge and evidence of her dependability, expertise and fearlessness in confronting challenging issues.

Evidence of Success of the 8-Step Process

Impressed with Warren Township's school and student achievement results, the Indiana Department of Education adopted the *8-Step Process* for turning around performance in several of the State's persistently lowest-performing schools. IDOE has sponsored two (and one-half) cohorts of school teams, providing week-long school leadership team trainings, held in Indianapolis and led by Dr. Pat Davenport. Days 1 and 2 offer whole-group *8-Steps Process* training and team breakout sessions; Day 3 the cohort teams visit demonstration sites in Warren Township; and Days 4 and 5 support team action plan development, including detailed implementation training and the use of quality tools in changing school practices.

During these trainings, the collaboration piece most-valued by school teams is the site visit to Warren Township schools. Here, the *8-Step Process* is observed in action (e.g., using standards-based *Instructional Calendars*; principal and teacher teams using interim assessment results to adjust instructional practices and to identify remediation and enrichment students for *Success Period*; posting *Data Walls* to highlight successes and reveal continuing need). The site visits give cohort teams access to a district already successfully implementing *8-Steps* that can help them do the same.

Below are the **overall results** (aggregated by district) for the 25 **Cohort 1 schools**, following their second year of implementing *8-Step Process* strategies through training and support provided by Pat Davenport.

| Percentage of Schools Showing ISTEP+ Gains & Percentage Point Gain Ranges | | | | | | | |
|---|--------|--------------------------------------|--------------|--------------|---|-----------|----------|
| District | # Schs | # and % of 8-Step Schools with Gains | | | Percentage Point Range of Gains (excludes losses) | | |
| | | E/LA | Math | Both | E/LA | Math | Both |
| New Castle | 6 | 4/6 (67%) | 6/6 (100%) | 6/6 (100%) | 2.2-12.7 | 2.6-15.1 | 1.3-12.7 |
| South Bend | 10 | 10/10 (100%) | 10/10 (100%) | 10/10 (100%) | 3.3-22.0 | 7.4-33.4 | 4.9-28.6 |
| Muncie | 8 | 6/8 (75%) | 8/8 (100%) | 7/8 (88%) | 5.5-30.0 | 0.13-35.5 | 2.8-31.7 |
| Lafayette | 1 | 1/1 (100%) | 1/1 (100%) | 1/1 (100%) | 25.4 | 24.7 | 29.3 |
| Total | 25 | 21/25 (84%) | 25/25 (100%) | 24/25 (96%) | | | |

Overall, schools demonstrated significant gains in English/language arts and dramatic gains in mathematics. Moreover, **24 of 25 schools** (96% percent) demonstrated **substantial gains** with the numbers and percentages of students **passing both** English/language arts and Mathematics ISTEP+ tests. Sixty percent (60%) of these schools (**15 of 25**) showed **double-digit percentage point gains** (10 points or higher) for students passing **both** E/LA and Math ISTEP+ tests.

Encouraged by the results of *8-Step Process* implementation in struggling elementary schools to improve teaching and learning, the Indiana Department of Education again engaged Pat Davenport to provide this intervention strategy in six of the state's lowest performing **high schools** during SY 2010-11 (Cohort 2: Theodore Roosevelt High School in Gary; George Washington Community High School in IPS; Calumet High School in Lake Ridge; Marion High School in Marion; and Riley and Washington High Schools in South Bend).

Performance impact (based on End of Course Assessments in English 10 and Algebra I) are currently embargoed (by statute) at the district level. Conversations with leadership in South Bend, Lake Ridge and Marion lead us to believe that impact data results at the high school are very promising. These districts are anxious to continue *8-Step Process* implementation efforts.

External Research Supporting the 8-Step Process

Strategic Learning Initiatives (SLI), a Chicago-based nonprofit consulting group, began its work in 2006 with 10 high-poverty, low-achieving Chicago elementary schools slated for restructuring or closure. Based on the impressive reform work at Brazosport, Texas, SLI partnered with Dr. Patricia Davenport to shape the design and implementation of its new four-year comprehensive school reform model called the Focused Instruction Process (FIP). Not surprisingly, the FIP model aligns with Warren's *8-Step Process* – whose chief architect in 2002 was Pat Davenport. Like Warren's process, the FIP model stresses shared leadership, professional development, and *8-Steps* continuous improvement strategies drawn from best practices identified by educational and management research.

The SLI's 2009 report and its 2011 updated draft report,

[How Eight Failing Schools in Chicago Were Turned Around Within Three Years \(click for link to report\)](#) reports FIP implementation findings, including: Eight of ten schools turned around over three school years (2007 through 2009); Six schools sustained their gains; and Two schools had the highest gains on the Illinois Standards Achievement Test of 473 Chicago schools (Cather in 2007 from 36.1 percentage points to 50.5; and Cardenas from 48.8 percentage points to 71.7 in 2008).

The American Institutes for Research (AIR) [validated the impact](#) (*click for link to report*) of the FIP model and summarized their findings saying, “It is clear, on the basis of the ISAT Reading scores for the percent of students meeting or exceeding proficiency in ten Chicago elementary schools for the period 2001-2008, that the FIP intervention has had a positive and significant impact on student achievement in the cohort of ten schools that participated in the FIP model from 2006 to 2008. Whether compared to pre-intervention achievement, or to the entire set of Chicago elementary schools, or to a carefully-selected set of matched schools, the data suggest that FIP has resulted in gains that are very unlikely to have occurred without the intervention.”

(d) Align Partner Selection with Existing Efficiency and Capacity of LEA and Schools Resources (time and personnel)

Our External Partners were carefully selected based upon our **highest priority need** and the **partners' demonstrated ability** to provide services that can effectively guide and support turnaround teaching and learning in our school. Their supports particularly target principal and *Instructional Leadership Team* capacity, with initial focus on the content areas of English/Language Arts and Mathematics. Across the grant funding period, the impact of their trainings and supports, however, will affect virtually all building staff members and instructional domains.

District and Turnaround School Commitment to Monitor the Effectiveness of Partner Work

While a number of individuals will contribute to the turnaround principal's **oversight and reporting requirements** inherent to the SIG award, **two individuals** will play **lead roles** in supporting the reporting expectations of the Indiana Department of Education.

As the district's **Turnaround Director**, Yvonne Rambo is responsible for the oversight of Turnaround Schools. As such, she will collaborate with the turnaround school's principal and its **SIG-funded Project Manager** (who will be selected by the turnaround principal). They will be responsible for Items (e) through (i) below:

(e) *Assess the Regular Communication with External Partners.*

Ms. Rambo will retain records to document ongoing communications with External Partners.

Communication with Pat Davenport (8-Steps) will generally occur in alignment with scheduled trainings (annual summer retreat trainings and quarterly *Process Checks*). External Consultant Linda Miller will work through the turnaround school's Project Manager to schedule site visits aligned with dates for monthly *Learning Log (data) meetings*. Report findings will be shared with the turnaround principal and submitted to the Turnaround Director.

Ms. Rambo, in collaboration with the turnaround principal and staff, will develop procedures to:

(f) **Use of Multiple Data Sources to Evaluate the Effectiveness of the Supports Provided by External Partners and Report the Results to the IDOE.**

(g) **Maintain Records for Quality and Frequency of Supports provided by External Partners.**

(h) **Maintain Records Documenting Weekly Site Visits to the Turnaround School, by the Turnaround Office Staff or Associate Superintendent** (to monitor interactions of the school administrators, faculty and staff with the External Providers to ensure the full implementation of supports)

(i) **Record and Report (to IDOE and USDE) the Progress of the Turnaround School's Providers** (including all other SIG-funded intervention and school improvement activity providers)

| Indicators of LEA Commitment | Description of how this commitment was or will be completed |
|--|---|
| <p>3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment C).</p> <p><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports. | |

- (a) Identify resources currently being used in an academic support capacity.
- (b) Identify additional and/or potential resources that may be utilized in an academic support capacity
- (c) Assess the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions.

The left Column in the following Chart identifies the proposed **academic SIG-funded interventions**. The middle Column specifies **Current Aligned Resources** (in BLUE font) and **Potential Aligned Resources** (in BLACK font). The right Column rates the aligned resource's (*currently perceived*) effectiveness to impact the Turnaround Model interventions.

| Other Aligned Resources: Academic Interventions | | |
|---|---|-------------------------|
| Academic SIG-Funded Intervention | Other Current Resources | Effective Impact Rating |
| | Other Potential Resources | Strong, Limited or Weak |
| 5-Day Annual Summer Trainings, aligned to 8-Step Process and PD needs identified across the SIG funding cycle | New Turnaround Principal, District Turnaround Office Staff, Associate Superintendent, District Content Directors | Strong |
| | <i>Instructional Leadership Team</i> representatives and External Consultant Linda Miller | Strong |
| | Technical assistance and onsite visits to MSD Warren Township to observe implementation of 8-Step Process and meet with their experienced staff | Strong |
| | New Turnaround Principal, District Turnaround Office Staff and Associate Superintendent | Strong |
| | Turnaround school <i>Instructional Leadership Team</i> representatives | Strong |
| 8-Steps Quarterly Process Checks & External Consultant monthly on-sites | Greg McDermott (school <i>Scrimmage/Benchmark</i> data comparisons to district results) | Strong |
| | Turnaround Office Technology Instructional Specialist (data tracking systems) | Strong |
| | District E/LA, Math & Science Content Directors (formative assessment issues, e.g., alignment, rigor & maintenance) | Strong |
| | | |
| | | |

| | | |
|--|--|------------------------|
| | District Associate Superintendent and Content Directors annually provide New Teacher Induction summer training introducing the district's <i>Instructional Calendar</i> and formative assessments (<i>Scrimmages/Benchmarks</i>) & use of IPS Online tools.) | <i>Strong</i> |
| | IDOE state Title I director and Title I staff | <i>Strong</i> |
| CADRE Teachers (and new teachers hired via staff vacancies) | Candidate applicants from Teach for America, Woodrow Wilson Fellows, New Teacher Project and Indianapolis Teaching Fellows | <i>Strong</i> |
| Instructional Coach | Title I (funding for coaches very limited; re-purposed for Intersessions). Used for E/LA & Math | <i>Limited-to-Weak</i> |
| | IDEA special education | |
| | Title I E/LA & Title I Math data coaches | |
| | District Turnaround Office Support: Reading Interventionist; Special Education & ELL Specialists; Technology Instructional Specialist | <i>Strong</i> |
| | Kathy Ducote is district data expert for Turnaround Schools (district <i>Scrimmage/Benchmark</i> data comparisons to district results); and Cynthia Roach, district Director of Assessment | <i>Strong</i> |
| College Readiness Center partnership with Ivy Tech | Dual Credit and Advanced Placement coursework. New teacher leadership for these classes (selected by turnaround principal) | <i>Strong</i> |

| | | |
|--|--|---|
| | AVID-trained teachers (7-12) Turnaround principal has made leadership changes for all college readiness programs. | <i>Strong</i> |
| | Extra Reading and ECA Lab classes for students who struggle | <i>Strong (turnaround principal selected)</i> |
| | Dual Credit classes with Vincennes University for Building Trades students in partnership with ABC Construction | <i>Strong</i> |
| | New Lead Counselor selected by Howe's turnaround principal will ensure that students are appropriately scheduled for coursework to prepare them for higher education after graduation | <i>Strong</i> |
| PD for Two Grade 9 Teachers to take WestEd Training | This is <u>new training</u> , through IPS partner, WestEd (recipient of competitive i3 Grant award for <u>implementing Reading Apprenticeship Model for teachers' use of comprehension strategies across core content classrooms</u>). This new program is for <u>students' use of strategies across core academic coursework</u> . | <i>Not Applicable</i> |
| Reading Apprenticeship Model --PD for Ten Grade 9 Content Teachers to use literacy strategies across content areas; and RA Coach to support weekly PD & | WestEd Strategic Literacy Initiative (developer of the Reading Apprenticeship Model) used in a cohort of IPS schools, supported by their competitive, i3 Grant Award. | <i>Strong</i> |

| | | |
|---|---|----------------|
| WestEd expert 10 days support | IPS Literacy Director (Donna Walker) and members of her staff have received Reading Apprenticeship Model trainings and will provide ongoing technical support. They will provide the Reading Apprenticeship Model teacher training and ongoing support to help expand this effort to additional (all) grade-level content teacher teams across the 3-Year SIG-funded cycle. | <i>Strong</i> |
| | Turnaround Office Reading Interventionist | <i>Strong</i> |
| Graduation Coach | Indianapolis Chamber of Commerce (funding will no longer be available next year) | <i>Strong</i> |
| | Collaborative work with IDEA-funded Behavioral Specialist to ensure timely credit accumulation of students to ensure graduation from high school | <i>Strong</i> |
| | Work with community partners and relevant County & State agencies to address at-risk students' non-academic barriers that interfere with learning | <i>Strong</i> |
| | Re-constituted administrative staff, counselors and social worker | <i>Strong</i> |
| | Possible support from Indianapolis Chamber of Commerce -- if they can obtain funding support | <i>Limited</i> |
| | PD Training by District Literacy Director for use of Novel Units during Literacy Academy | <i>Strong</i> |
| After-School Literacy Academy (and ARI diagnostic assessment training by Mary Lynn Woods) and Academic Support Programs | District Reading Teachers/Specialists and Orton-Gillingham-trained Teachers | <i>Strong</i> |

| | | |
|--------------------------|--|----------------|
| | Title I/general funds used for Reading classes and content labs (providing an additional class for struggling students) | <i>Strong</i> |
| | Linda Jesse, Reading Apprenticeship Specialist; Plato Specialist; Achieve3000 Specialist; SpringBoard Specialist within the district Literacy Office | <i>Strong</i> |
| | After school, non-structured, tutoring (homework assistance) Volunteer Teacher | <i>Strong</i> |
| | STEM IUPUI Tutors (students referred by teachers) | |
| Intersession Instruction | 8-hours of IPS District Training for Intersession staff: August 25-29 and October 2011 | <i>Strong</i> |
| | Title I and district funds will provide: Principal (& all 12-month staff); Content teachers for E/LA & Math; 2 Reading Specialists; 1 Special Education Teacher; 1 Computer Specialist; 1 Parent Liaison; 1 Social Worker; Shared OT/PT, Speech Pathologist & Nurse; Staff Training; Student Transportation; Security Officers; Breakfast & Lunch for Students | <i>Strong</i> |
| | Seek applicant candidates for teaching academic or enrichment classes from district-wide applicant pool and from candidates & resources outside of the district | <i>Strong</i> |
| | Parent, business, community & university partners; RFP proposals from teachers for Enrichment sessions | <i>Strong</i> |
| | IPS summer school program (State funds) | <i>Limited</i> |

| | | |
|-------------------------|---|---------------|
| All Academic Components | <p>Contract preparation for External Partners and payment of related claims--as well as other fiscal activities (e.g., purchases, invoices, claims, payments, tracking of budgets, financial reports to IDOE) are supported by Bridgette Robinson (Title I Accounting) and Vivian Fox (Curriculum & Instructional Accountability Facilitator)</p> | <i>Strong</i> |
|-------------------------|---|---------------|

(d) Other federal, State and local resources are aligned with the goals and timeline of the grant, e.g., fiscal, personnel, time allotments/scheduling, curriculum instruction, technology, resources/equipment

All elements of the proposed grant application will be implemented in the first year (school year 2011-12) and sustained across the 3-year SIG grant period (through school year 2013-14). A detailed implementation Timeline has been provided within the Application (Section C), demonstrating alignment of other resources in an academic support capacity.

The turnaround school's Master Schedule has been established by the new turnaround principal, to ensure that sufficient time has been built into the school day and week to support grant expectations for embedded professional development opportunities. For students in Grades 7 and 8, the schedule also accommodates a block of time (school-wide) to be designated for "Success Periods" (re-grouped students have at least 30-minutes daily for remediation or enrichment activities, based data results from monthly *Scrimmage/Benchmark* assessments).

As evidenced in the preceding Chart, resources from federal, State and local funds are aligned with the proposed SIG elements of the grant. They will collaboratively support our efforts to reform instructional practices and systematically use data for continuous school improvement that will dramatically increase staff efficacy and substantially increase student achievement.

The district has demonstrated its support of the Turnaround Model expectations through its increased authority and flexibility of the turnaround principal—with direct-report access to the Associate Superintendent. The Associate Superintendent can quickly access and resolve issues involving Human Resources (Personnel). District funds have been repurposed to support a Turnaround Office and key staff who will provide ongoing monitoring, guidance and technical assistance to the turnaround principal and staff: **Turnaround Director; Reading Interventionist; Special Education and ELL Specialists; and Technology Instructional Specialist.**

The turnaround school's Project Manager will coordinate the work of External Partners, district Turnaround Office staff, the turnaround principal and its reconstituted staff; and site visits from the Indiana Department of Education and U.S. Department of Education.

The turnaround principal and Project Manager will have the support of two key central office officials: the **Title I Accountant** (Bridgett Robinson) and **Vivian Fox** (the district's Curriculum and Instructional Accountability Facilitator). Both will be invaluable resources in the **management of the SIG grant budget and related expenditure activities** (e.g., purchasing and tracking Incentive Awards; setting up extended-time professional development trainings and quarterly *Process Check* events with Dr. Davenport; submitting Invoices).

(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments, as necessary.

Multiple checks and balances are in place to ensure that key district leaders are cognizant of resource availability, how the varied resources can (or cannot) be aligned to accomplish district initiatives and goals, and to share findings to discuss the effectiveness of efforts and the need for adjustments.

- The superintendent convenes **weekly Cabinet Meetings** every **Monday at 1 p.m.** The agenda is established by the superintendent and informed by ongoing initiatives and current events.

Cabinet membership includes those district leaders who are responsible for the most critical programs within the district, including: Dr. Giles (federal funds, alternative education, district police & security), Dr. Johnson (Curriculum & Instruction; Turnaround Schools); Dr. Kendrick (Human Resources); Dr. Clency (Professional Development); Debra Hineline (Finance); Steve Young (Facilities, Buildings & Grounds), Dexter Suggs (Instructional Technology), Rob Warner (Special Education); Minetta Richardson (Title I); and Mary Louise Bewley (Public Relations).

For each meeting, Division Reports are anticipated to keep colleagues informed and to collaboratively deal with current issues (e.g., Riffing policies; implementation of new balanced calendar Intersessions beginning in 2011-12).

Leadership is designated for larger initiatives and evolves into appointed committee work and development of strategic plans to ensure appropriate alignment of available resources. Ongoing (weekly) updates and key Division Report assignments are made to ensure that contributing resources are being fully and effectively used to meet objectives.

For example, the development of plans for next year's Intersessions began with the superintendent establishing a special committee comprised of leadership from Title I, English as a Second Language, Special Education and District Content (Curriculum) Directors.

They were charged with formulating a plan, determining primary funding sources, identifying aligned resources (e.g., the collaborative work that would be needed between the Division of Curriculum & Instruction and the Title I Division).

Routine meetings have been held (and continue), with weekly updates presented at Cabinet Meetings. Once the first Intersession has occurred, the focus will center on the success of the initiative and the need for adjustments. Continued examination of additional resources to support efforts is an ongoing consideration.

- **Monthly Administrative Council Meetings** are held on the **3rd Thursday** of each month. These meetings convene building level administrators and central office leadership. Each meeting is designed to highlight an **instructional focus** (e.g., preparation for ISTEP+; Performance Evaluations) and an operational focus (e.g., Facilities & management issues about charges to print documents for the public; safety training; crises trainings; closing schools; remodeling efforts).

The most recent meeting showcased efforts in Turnaround Schools (George Washington and John Marshall Community High Schools) to present opportunities available through the SIG grant initiatives, promising practices and evidence of school reform efforts.

These meetings help to keep colleagues, district-wide, aware of available resources, share best practices, generate conversations, and discuss other aligned revenues that can be used to support efforts to impact teacher effectiveness and increase student learning.

- As the State's largest school district, and often the recipient of the largest amounts of federal funding revenues, we are **routinely audited and held accountable both financially and programmatically** to entities representing the Indiana State Board of Accounts, Indiana Department of Education, and the United States Department of Education.

(f) Re-directing resources that are not being used to support the school improvement process.

District funds have been re-purposed to support a **Turnaround Office** and key staff who will provide ongoing monitoring, guidance and technical assistance to the turnaround principal and staff. They include: **Turnaround Director; Reading Interventionist; Special Education and ELL Specialists; and Technology Instructional Specialist.**

Title I funds (most notably) and other district funds have been re-purposed to support the district's new Balanced Calendar school year and the **15 full days of additional instructional support** that will be provided for student remediation in English/language art and Mathematics.

Under the existing, traditional IPS calendar, the 180-day school year operates with a summer break that lasts 10 weeks. Beginning in school year 2011-12, a new **balanced calendar** will go into effect for Indianapolis Public Schools. School will begin on August 8 and include two scheduled breaks (called Intersessions) in the fall and spring, followed by a summer break that has been reduced to eight weeks. (*Note that Intersessions do not overlap traditional Thanksgiving, Winter/Christmas or Spring/Easter breaks.*)

While Intersessions are envisioned as breaks within the school year, **IPS will use this time to extend learning for students who need additional remediation.** Beginning with the 2011-12 school year and continuing throughout the SIG three-year funding period, the district anticipates funding and operating Intersession instruction to students identified as eligible for remediation via its defined student selection process.

Next year, for example, Intersessions are scheduled for:

Intersession 1: October 10 – 21, 2011 (two weeks for extended remediation)

Intersession 2: March 26 – March 30, 2012 (one-week for extended remediation)

Full-day Intersession coursework will be offered district-wide for all elementary schools (at consolidated sites) and at each secondary school (middle schools and high schools). Each will have its own **district-funded Intersession principal** and ***all other 12-month contracted staff.*** ***Other district-funded personnel for each school will include:***

- English/language arts and Mathematics teachers (the number of teachers provided will be based on the numbers of students eligible, with a teacher-student ratio of 1:25)
- 2 Reading Specialists
- 1 Special Education Teacher
- 1 Computer Specialist
- 1 Parent Liaison (all Title I schools have a Title I-funded parent liaison)
- 1 Social Worker

Among the district's 12 secondary schools (middle schools and high schools), district-funded services will be shared in the provision of:

- 2 Occupational Therapists
- 2 Physical Therapists
- 2 Speech Pathologists
- 2 Nurses

Transportation to and from Intersessions, meals (breakfast and lunch) and school security will be provided through district funds.

The district will recruit, screen and place selected teachers for delivery of **Intersession curriculum** developed by the IPS Content Directors and their staffs. Training for school Intersession staff will occur in two sessions: (1) a four-hour session during the week of August 25-29; and (b) another four-hour session in October—shortly before the first Intersession.

(g) Assessing the presence (*minimum of one day per week the first year*) in the school **to monitor the implementation of the interventions** by school administration, faculty, and staff as well as interactions with the selected services provider(s) to ensure the full implementation of supports.

The **district's turnaround director** (Yvonne Rambo) will oversee the expectations delineated below. She will work in collaboration with the **turnaround principal**, the **project manager** or other personnel designated by the turnaround principal. The following documentation will be established and reporting requirements will be met, upon approval of an approved SIG turnaround plan:

- Documents to support ongoing communication with External Providers who provide professional development activities relevant to the grant award;
- Meetings and communications will be tracked;
- Schedules, goals and timeline will be followed or amended—and followed, as approved by the IDOE;
- All data or forms, required for reporting by the IDOE to the USDE will be submitted in accordance with the established timeline.

Quarterly Process Check meetings, conducted by **Lead External Partner Dr. Pat Davenport**, will monitor the implementation progress of the *8-Step Process for Continuous School Improvement*. Staff participating in these meetings include: the Associate Superintendent, Turnaround Office Director and staff (Reading Interventionist, Special Education and ELL Specialists, and Technology Instructional Specialist), External Consultant Linda Miller, and the turnaround school's principal and *Instructional Leadership Team* members.

Monthly Process Checks will be conducted onsite by **External Consultant Linda Miller**. She will sit in on meetings, observe practice, provide technical assistance and debrief with the turnaround principal. Report observations will be submitted to the Turnaround Director.

The primary focus of her work will be related to the principal and teacher teams' implementation of monthly *Learning Log* meetings (using formative assessment data to continuously ascertain students' strengths and weaknesses, discuss implications for instructional adjustments, share best practices, resolve issues, and re-group students for remediation and enrichment) and the delivery of effective "Success Period" interventions for students.

While a number of individuals will contribute to the turnaround principal's **oversight and reporting requirements** inherent to the SIG award, **two individuals will play lead roles** in supporting the reporting expectations of the Indiana Department of Education.

The district's **Turnaround Director**, Yvonne Rambo, is responsible for the oversight of Turnaround Schools. As such, she will collaborate with the turnaround school's principal and its **SIG-funded Project Manager** (who will be selected by the turnaround principal).

Ms. Rambo will retain records to document ongoing communications with External Partners.

- Communication with Pat Davenport (8-Steps) will generally occur in alignment with scheduled trainings (annual summer retreat trainings and quarterly *Process Checks*).
- External Consultant Linda Miller will work through the turnaround school's Project Manager to schedule site visits aligned with dates for monthly *Learning Log (data) meetings*. Report findings will be shared with the turnaround principal and submitted to the Turnaround Director.

Ms. Rambo, in collaboration with the turnaround principal and staff, will develop procedures to:

- Use multiple data Sources to evaluate the effectiveness of the supports provided by External Partners and report the results to the IDOE.
- Maintain records for quality and frequency of supports provided by external partners.
- Maintain records documenting weekly site visits to the turnaround school, by the turnaround director, Turnaround Office staff, or associate superintendent to monitor the implementation of the SIG grant's approved components and discuss/observe turnaround school staff interaction with External Partners and the full implementation of provider supports.
- Record and report (to IDOE and district officials) the progress of the turnaround school's External Partners and all SIG-funded interventions and school improvement activities.

| Indicators of LEA Commitment | Description of how this action was or will be completed |
|------------------------------|---|
| | <i>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i> |

The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:

- (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;
- (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and
- (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:
 - (i) school administrator and staff hiring practices;
 - (ii) school administrator and staff transfer procedures;
 - (iii) school administrator and staff dismissal procedures;
 - (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]
 - (v) school administrator and staff rewards for increased student achievement and/or graduation rate;
 - (vi) school administrator and staff recruitment, placement and retention procedures; and
 - (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.

(a) Identify IDOE and/or LEA challenges that may slow or halt the school improvement implementation process

As a school in Year 5 Probation Status, under the State's accountability Public Law 221, failure to meet required improvement benchmarks moves the school into State takeover status. With this comes the appointment of a Turnaround School Operator (TSO), identified by the Indiana Department of Education (IDOE) through its rigorous RFP process, onsite evaluation of potential providers and ultimate selection of authorized providers.

Based on findings relevant to our school's improvement status, the IDOE and TSO will determine the degree of interventions needed. As we understand it, this may range from continuous TSO oversight of our continued management of the school to complete takeover and full management of all aspects of the school's educational systems by the TSO.

Since achievement data results that will inform the Indiana State Board of Education's final decisions for takeover will not be available well-before the start of school year 2011-12, a transition period for TSO intervention will be necessary.

The turnaround school, its newly-appointed turnaround principal and the turnaround school's re-constituted staff (carefully selected by the new turnaround principal this past spring) are fully-committed to the implementation of interventions proposed within this SIG grant application. If funded, it is our intent to implement all elements of the grant proposal during the 2011-12 school year.

In the event of a State takeover of our turnaround school, some challenges and questions are more obvious than others, particularly as they relate to the 2011-12 transition year. Will the TSO immediately assume decision-making authority within the school, beginning with the 2011-12 school year? Will this apply to 2011-12 personnel hiring and dismissal decisions? Will the TSO embrace the elements of the proposed SIG grant interventions or opt to amend the application to re-purpose funding for other preferred strategies?

Because school year 2011-12 represents the first year of the State's implementation of legislated school takeover, the answers to these questions (and more) are new challenges that confront the IDOE—and ultimately impact the school improvement process at the turnaround school.

(b) Assess, design and implement a policy modification protocol that includes input that may include State and local education agency administrators, board members and personnel

Indianapolis Public Schools has requested to be a **pilot site** for the Indiana Department of Education's **new performance evaluation tools**. In great measure, the Charlotte Danielson Model recently-developed for IPS teacher performance evaluations aligns quite closely to components envisioned by the IDOE. With modification (e.g., inclusion of Growth Model expectations), we appear to be in solid position to serve as a pilot entity for the Department's new teacher performance evaluation tools.

Similarly, our new *Administrative Evaluative Rating Instrument* enables the evaluator to rate IPS principals' performance based on qualitative factors aligned to SLLA competency standards. Ratings determine pay raises, job placement,

promotions and dismissals. The qualitative factors measured represent the principals' areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The **four broad areas** to be evaluated include: (i) Strategic Leadership; (ii) Curriculum and Instruction Accountability; (iii) Supervision and Evaluation of Personnel; and (iv) School Operations. Salary increases across the IPS district are differentiated based on these principal performance ratings.

Again, with modification, this instrument positions us as a viable site for piloting the Department's new principal performance evaluation tools.

If IPS is, in fact, selected by the IDOE to participate in its evaluation pilot, the **tools and performance evaluation measures approved for use within our district** would be **modified** to align with those anticipated for use by the Department. Modifications required would involve collaborative work among the IDOE staff and IPS administrators, with the support of its School Board members.

This **modification would impact** the Turnaround Model's requirement to **annually evaluate and differentiate the performance** of all turnaround **school** staff.

(c) Develop an ongoing process to assess areas that may be considered for policy and process modification that includes, but is not limited to:

- (i) School administrator and staff hiring practices
- (ii) School administrator and staff transfer procedures
- (iii) School administrator and staff dismissal procedures
- (iv) School administrator and staff evaluation process (predominately based, at least 51%, on school and student performance data)
- (v) School administrator and staff recruitment, placement and retention procedures; and
- (vi) Altering the traditional school day and/or calendar to include additional instruction and planning time

Hiring, Transfer and Dismissal Procedures

Policies and practices that will enable us to fully and effectively implement the Turnaround Model requirements for Section D, Question 4, items (i) through (vi) are summarized below. For each element, detailed descriptions are provided elsewhere in the grant application. Relevant citations are referenced.

To meet the student, teacher and school needs identified within the key findings of this application, the **existing principal was replaced with a new highly-effective turnaround principal selected and publicly announced in January 2011.** (See **Section C, Question 14**)

IPS turnaround principals that intended to apply for SIG grant funding were convened to hear about the grant possibilities, as well as grant expectations. Simultaneously, **teachers** in those schools were **notified** that the new turnaround principal would be **required to vacate at least 51 percent** of certified staff within the school (teachers, media specialists, social workers, and counselors—including Title I, ESL and special education staff).

A **robust process** for inviting **teacher candidate applicants** to apply for turnaround school positions was established. It is summarized, below, and described in detail in **Section C, Question 14**.

- All staff notified of the opportunity to apply for turnaround positions and provided with the requirements of an application;
- Detailed teacher Application Packets were submitted;
- Turnaround principals reviewed school data, held conversations with current school leadership staff and district leaders;
- Turnaround principals conducted building walkthroughs and spent many hours making classroom observations;

- Turnaround principals met with the Turnaround Director to discuss the interview process and protocols—for both internal (existing) staff and external applicants;
- Candidates were selected for interviews;
- Turnaround principals used Public Impact tools (*School Turnaround Teachers: Competencies for Success*) to frame their interview questions;
- Turnaround principals (and their interview team) conducted interviews and submitted recommendations to the Turnaround Director;
- Following review and discussions with turnaround principals, final decisions submitted to Human Resources; and
- Displaced staff notified by Human Resources.

The **turnaround principal** for Howe Community High School retained 40 percent of existing certified staff, vacating 60 percent of the school's teachers.

Flexibility has been provided to the **SIG-grant turnaround principal** for hiring, retaining, transferring and replacing staff:

- The SIG turnaround principal shall have broader authority and flexibility in filing vacancies and is **not bound by current IPS Human Resources Processes** in the placement of **displaced teachers**.

- The SIG turnaround principal may **interview and select teachers from outside the district**, as well as teachers within the district when hiring staff, unlike other traditional IPS schools.
- Vacancies in the turnaround schools will go through a **Posting Process** (receiving flexibility unlike traditional IPS schools) that will allow us to attract the best and the brightest candidates.
- A monthly report on the status of existing teachers' effectiveness will allow Human Resources, the Associated Superintendent and the Turnaround Director to make teacher **removal decisions in one or two weeks**, as warranted.
- The SIG turnaround principal will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround schools). The Turnaround Director and Associate Superintendent will work with the turnaround principal to enable responsive action, as needed.
- A new **Administrative Transfer Process** is now in place **only for the turnaround school** to accommodate transfers that are **not necessarily related to teacher performance**.

In the event that an employee within the turnaround school cannot commit to the work expectations required for turnaround reform (e.g., working beyond the regular work day, week or year), the principal—with the approval of the Turnaround Director—may request an Administrative Transfer of this individual.

Such action will be **authorized by the Turnaround Director** and **will not require approval from Human Resources**.

Teacher and Principal Evaluation Process (and Incentive Awards)

In Indianapolis Public Schools, teachers with less than five years of experience in the district are evaluated annually with weekly walkthroughs, monthly informal observations, and one required formal observation per semester. Teachers with more than five years are placed on a four-year cycle for summative evaluation.

The district has modified its practices and policies to enable the full and effective implementation of the SIG Turnaround Model in the following ways.

The SIG turnaround school will annually evaluate all instructional staff. For a SIG-funded turnaround school, staff evaluations will occur at *two levels*:

- (1) All turnaround instructional staff will participate in an annual performance evaluation (mid-year and at the end of the year) using an **evidenced-based comprehensive teacher evaluation model**, based on the work of Charlotte Danielson. It will measure both student performance and teacher competencies; and
- (2) All turnaround teachers will be annually evaluated (mid-year and at the end of the year) using a uniform **performance-driven tool** (rubric) to measure their implementation of key SIG grant initiatives and impact on student learning.

Annual Performance Evaluations: Charlotte Danielson Model

The Charlotte Danielson Model, first adopted by IPS schools in 2007, measures **four domains** of teacher supervision and evaluation:

Domain 1: *Planning & Preparation*

Domain 2: *Classroom Management & Student Engagement*

Domain 3: *Instruction & Assessment*

Domain 4: *Teacher Professional Obligations*

This performance evaluation tool has two components:

- Part I is based on student performance and measures students' demonstrated proficiency in multiple achievement categories (e.g., ISTEP+, ECA, quarterly *Benchmark* assessments, final course grades, and so on). To earn the highest ratings, **75 percent** or more of teachers' students **must demonstrate proficiency** (Pass).

Part I accounts for **51 percent** of the overall Performance Evaluation

- Part II is based on teacher proficiencies within the four domains of performance, based on Charlotte Danielson's *A Framework for Teaching, 2nd Edition*. There are two critical Domains that drive decisions regarding a teacher performance, interventions and supports that may be required, and the ultimate decision to either retain or dismiss a teacher. They are: **Domain 2** (classroom management) and **Domain 3** (classroom instruction).

Part II accounts for **49 percent** of the overall Performance Evaluation

Evaluation ratings within each Domain **distinguish levels** of teacher effectiveness as: Unsatisfactory, Basic, Proficient and Distinguished. Across the school year, SIG turnaround teachers will be **observed weekly** by turnaround school administrators. Teachers that are capable and willing, but struggling, will be supported to improve performance through a combination of interventions: External Partner support; the SIG-funded Coach, weekly embedded professional development and team collaborative planning opportunities; and the immediate availability of specialists (Reading, Special Education, ELL and Technology experts) from the district Turnaround Office.

Unlike traditional IPS schools, SIG turnaround struggling teachers who either do **not avail themselves** of the opportunities for support, or those who **cannot sufficiently improve following support** will be **removed** from the turnaround school (generally within one-to-two weeks of the turnaround principal's request). Further, any SIG turnaround teacher with a rating of **Unsatisfactory** in either **Domain 2** or **Domain 3** on the mid-year or end-of-year

performance evaluation will be **removed**. The Turnaround Director and Associate Superintendent will expedite steps to make such **necessary changes**, across the school year.

An experienced, retired **Supplemental Administrator** will be selected by the turnaround principal to work 20 hours per week to support the continuous work of annual mid-year and end-of-year performance evaluations of all teachers, see that necessary steps and timelines are maintained, and ensure that deadlines are not missed.

Performance Rubric: Implementation of Key SIG Initiative & Impact on Student Learning

To **evaluate and reward staff** who commit to the **implementation of key SIG grant initiatives** and demonstrate **increased student achievement**, a second evaluation measure will be employed. All turnaround teachers will be annually evaluated (mid-year and at the end of the year) using a **performance-driven tool (rubric)** to measure their implementation of key SIG grant initiatives (e.g., elements of the *8-Step Process*) and to assess their students' achievement results (e.g., performance on *Benchmark* assessments, designated student achievement goals).

An evaluation rubric (to be developed by External Consultant Linda Miller, in collaboration with the turnaround principal and *Instructional Leadership Team*) will be used to determine bi-annual **incentive awards** (up to \$2,000 annually), calculated at **differentiated weights** and based on levels of individual teacher performance and their students' achievement results (weighted at 51 percent). **No** teacher will be **guaranteed** an award. It will be **based on merit**.

As was the case for teachers, policies and practices for **principal evaluation** will be modified to enable the full and effective implementation of the SIG Turnaround Model.

Within the district, traditional IPS school principals are evaluated through a mid-year (June) and a summative (November/December) evaluation provided annually by the Executive Director of Secondary Education. SIG turnaround

principals, instead, will be evaluated by the Associate Superintendent and Turnaround Director through mid-year and annual performance reviews.

Weekly meetings or walkthrough observations will be conducted by the Turnaround Office staff or Associate Superintendent relevant to school operations and culture, building and personnel management, instructional leadership, implementation of SIG grant initiatives, and the turnaround principal's work with External Partners.

The SIG turnaround principal will be annually evaluated at *two levels*:

- (1) The turnaround principal will participate in the district's **annual performance evaluation (mid-year and at the end of the year)** using a new **Administrative Evaluative Rating Instrument** based on qualitative factors aligned with Indiana's administrators' licensing SLLA competency standards; and
- (2) The SIG turnaround principal will be annually evaluated (mid-year and at the end of the year) using a uniform **performance-driven tool**, to measure their implementation of key SIG grant initiatives and assess ongoing student achievement results for the school.

Administrative Evaluative Rating Instrument

This new rating instrument enables the evaluator to rate IPS principals' performance based on qualitative factors aligned to SLLA competency standards. **Ratings determine pay raises, job placements, promotions and dismissals.**

The qualitative factors represent the areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The **four broad areas** to be evaluated include: (i) Strategic Leadership; (ii) Curriculum and Instruction Accountability; (iii) Supervision and Evaluation of Personnel; and (iv) School Operations. Salary increases across the IPS district are differentiated based on principal performance ratings.

90 – 100 Points: Eligible for maximum bonus consideration

80 – 89 Points: Eligible for a bonus consideration

70-79 Points: Not eligible for a bonus consideration. A Performance Improvement Plan (PIP) is developed and implemented for the administrator to continue in the current position

69 and Below Points: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (70 points or higher) or face termination of employment

While this evaluation tool and rating system will be used for *all* IPS building administrators, the **SIG turnaround principal will be held to a higher level of accountability**. The turnaround principal will be expected to demonstrate performance in the **top two highest rating categories**. Performance score ratings falling below 70 points will result in the **immediate removal** of the turnaround principal. If ratings fall in the 70-79 point range, retention of the turnaround principal will require 100 percent consensus of the Superintendent, the Associate Superintendent and the Turnaround Director.

The following chart summarizes the **four broad evaluation areas** measured and the **specific elements** that contribute to performance ratings.

| Areas To Be Evaluated | | Total Possible Points | Administrator's Score |
|-----------------------|---|-----------------------|-----------------------|
| Area 1 | Strategic Leadership | 18 | |
| Area 2 | Curriculum and Instruction Accountability | 37 | |
| Area 3 | Supervision and Evaluation of Personnel | 21 | |

| | | | |
|-----------|-------------------|-----|--|
| Area 4 | School Operations | 24 | |
| | Total Points | 100 | |

The next Chart is an *Example* of the assessed components for the **most highly-weighted performance area: Area 2 – Curriculum and Instruction Accountability**.

| Area 2: Curriculum and Instruction Accountability | Value | Exceeds Expectations | Meets Expectations | Does not meet Expectations | Score | |
|---|-------|------------------------------|---------------------------|---|---------------------------|--------------------|
| 2A. Data Collection and the Use of Data to Increase Student Achievement: <ul style="list-style-type: none">• Demonstrates annual performance targets• Demonstrates measureable improvement in data points | 4 | 4 | 3 | 2 | | |
| 2B. Impact of Title I Funding | 3 | 3 | 2 | 1 | | |
| 2C. Professional Development | 3 | 3 | 2 | 1 | | |
| 2D. Instructional Leadership: <ul style="list-style-type: none">• Monitoring SIP strategies | 3 | 3 | 2 | 1 | | |
| | Value | Made AYP without Safe Harbor | Made AYP with Safe Harbor | Did Not Make AYP but Made Achievement Gains | Did Not Make AYP or Gains | Score |
| 2E. AYP Status | 12 | 12 | 8 | 4 | 0 | |
| | Value | Exemplary Progress | Commendable Progress | Academic Progress | Academic Watch | Academic Probation |

| | | | | | | |
|---|-------|-----------------------------|-------------------------|-------------------------------|-------------------|-------|
| 2F. Public Law 221 Status | 4 | 4 | 3 | 2 | 1 | 0 |
| | Value | Exceeded expected increases | Made expected increases | Made below expected increases | Made no increases | Score |
| 2G. Achievement of District's Strategic Plan Accountability Goals – E/LA | 4 | 4 | 3 | 2 | 0 | |
| | Value | Exceeded expected increases | Made expected increases | Made below expected increases | Made no increases | Score |
| 2H. Achievement of District's Strategic Plan Accountability Goals -- MATH | 4 | 4 | 3 | 2 | 0 | |
| Total Points AREA 2 | 37 | | | | | |

Performance Rubric: Implementation of Key SIG Initiative & Impact on Student Learning

To evaluate and reward the turnaround principal's successful implementation of key SIG grant initiatives and demonstrate increased student achievement, a second evaluation measure will be employed. The principal will be annually evaluated (mid-year and at the end of the year) using a **performance-driven tool (rubric)** to measure the principal's implementation of key SIG grant initiatives (e.g., elements of the *8-Step Process*) and to assess impact on student learning within the school (e.g., reading proficiency gains made through the after-school Literacy Academy).

An evaluation rubric (to be developed by External Consultant Linda Miller, in collaboration with the Turnaround Director and the turnaround principal) will be used to determine bi-annual **incentive awards**, calculated at **differentiated weights** and based on levels of the school's effective implementation of SIG initiatives and the

school's overall achievement results (weighted at 51 percent). The turnaround principal will not be guaranteed an award. It will be based on merit.

Administrator and Staff Recruitment, Placement and Retention Procedures

Research clearly shows that the **Number One in-school factor** affecting student achievement is the **quality of the teacher, second only to** the effectiveness of the **school leader**. As a Turnaround Model school, responsible for reconstituting staff and dramatically changing instructional practices that will significantly influence increased student achievement and ultimately students' graduation rates, we fully-understand that the most critical factors in our success will be the effectiveness of our leadership and our instructional staff.

The **financial and programmatic supports** available through the SIG grant funding will play a vital role in supporting that work, by helping us **attract and retain talented teachers**—including hard-to-fill positions. As described throughout this application:

- **Reconstituted staff** members (existing and new) have been **carefully selected** by the turnaround principal, through a **rigorous process**. (**Section C, Question 14**)
- The turnaround principal was **not forced to accept** teachers **displaced** from other schools.
- Those selected are a good fit for the school's team and they have **demonstrated their commitment** to the reform initiatives envisioned and detailed within this grant application.
- **Scheduled and embedded time** for collaborative team planning and decision-making (e.g., weekly like-team teacher planning meetings, monthly *Learning Log* meetings) will offer routine professional development and continuous

instructional support through the SIG Instructional Coach; experts within the Turnaround Office (director, reading specialist, special education & ELL specialists, and an instructional technology specialist); IPS Literacy Office support of Reading Apprenticeship initiatives, and our External Partners.

- While traditional district schools have access to a pool of CADRE teachers, SIG funding enables the placement of **full-time CADRE teachers** in the turnaround school. CADRE teachers provide classroom coverage while turnaround teachers participate in embedded professional development opportunities or observation of their colleagues' exemplary instructional practices. The CADRE teachers will also be used to provide remediation to assigned groups during embedded "Success Periods" for 7th and 8th grade students.
- **After-school Reading Teachers** will be trained to use themed, Novel Units with students participating in the after-school Literacy Academy (to dramatically increase reading proficiency levels); Individuals from across the district (or outside the district) certified as **Orton-Gillingham-trained Reading Teachers** will have unique opportunities to use their skills as paid, after-school instructors. Literacy Academy leadership staff (coordinator, diagnostician and teacher representatives) will receive **ARI diagnostic assessment training** from its developer, Dr. Mary Lynn Woods.
- Two of Howe Community High School's teachers will receive **paid professional development at WestEd's national training site**.
- All **10** of Howe's **Grade 9 content teachers** (E/LA, Math, Science, & Social Studies) will participate in **5-paid days** of summer **Reading Apprenticeship** training for using literacy comprehension strategies across the curriculum. A **Reading Apprenticeship Coach** will provide **weekly professional development** to support Grade 9 teachers' successful implementation of learned strategies. A **WestEd expert** will be onsite for **10 days** to ensure that PD is aligned with fidelity to the model; meet with Literacy Leadership; observe classroom instruction; debrief by providing feedback; and conduct PD/model instruction.

- In addition to **extended-time learning** opportunities for staff (e.g., Annual Summer Retreat trainings, six paid Saturday preparation days, ARI diagnostic trainings), **paid extended-time teaching** opportunities (daily after-school Literacy Academy and Academic Support programs; 15 Intersession days) also will contribute to staffs' ability to positively impact student achievement and financially-benefit those selected for these roles based on their high ability.
- Across the 3-year grant period, as teaching (or CADRE) positions become available, applicants will be recruited from a broad pool, including candidates affiliated with **Teach for America, Woodrow Wilson Scholars, New Teacher Project and Indianapolis (Marian) Teaching Fellows.**

Our past experience, particularly with Teach for America candidates, has resulted in **extremely high-caliber teacher placements** and individuals who are quickly **progressing into leadership roles** within the district.

- Teachers new to the district will be supported by **New Teacher Induction** workshops to introduce them to tools that are **critical to the initiatives** within this proposal (e.g., the district's *Instructional Calendar* {pacing guide} formative *Scrimmage* and *Benchmark* assessments, IPS Online tools).
- Exceptional turnaround teachers will be placed in **critical leadership roles**, allowing them to influence school performance and develop into **tomorrow's school reform leaders**.
- **Meaningful** mid-year and end-of-year differentiated evaluations will **drive performance determinations** and **reward highly effective teachers** and the turnaround principal, as well as **dismiss those unwilling or unable to meet expectations** (which will also influence teacher **morale**).

- We believe that an **evaluation system** that takes **performance** and **other qualification factors** into consideration will **demonstrate our respect** of educators as the professionals they are and it will **keep talented teachers** in our school.
- Based on the experiences of school turnaround in Warren Township (through its implementation of the *8-Step Process for Continuous School Improvement*), we believe that **immediate change** in student performance is **possible**. As we begin to witness the impact our reform efforts have on student achievement, staff will **remain invigorated** and **motivated** to sustain and increase their collective efforts. Success is powerful.

Altering the School-Day and School Year to Include Additional Instruction and Planning Time

As has been reiterated throughout the grant proposal, the turnaround school's **Master Schedule** has been **altered by the new turnaround principal** to anticipate and **accommodate embedded time** for teachers (and the principal) to collaborate, plan and make instructional decisions. **Weekly** (e.g., like-team teachers collaboration time) and **monthly** (e.g., *Learning Log* data and student intervention meetings) and **intermittent** (e.g., Behavioral Management Specialist Greg Abati) **meetings** are **scheduled** across the school year.

Likewise, weekly **after-school professional development** meetings (e.g., principals and *Instructional Leadership Team*; ARI diagnostic assessment training from Dr. Mary Lynn Woods; Reading Teacher training for use of themed Novel Units in the after-school Literacy Academy) and **extended-time professional training events** are scheduled across the school year (e.g., six Saturday collaborate work days to: (a) develop materials for use by non-content teachers during "Success Periods," and (b) develop "Countdown Calendar" strategies for implementation during the 20 days prior to each State assessment; and annual 5-day summer retreat/trainings).

Major components of this application support the proposed initiatives that will **extend learning opportunities for students**.

As a Turnaround Model, SIG monies can play an invaluable part in providing the additional time and resources needed to significantly increase student achievement. This proposal extends learning for students through two initiatives:

- (1) **After-school academic programs for 2-hours on Monday through Thursday; and**
- (2) **An additional 15 school days (Intersessions) that will offer a 195-day school year for participating students.**

Extended-time learning opportunities will be **offered to ALL** students. In many instances, students will be **required to attend** on the basis of their **assessment results and classroom performance**.

After-School Initiatives

- (1) **After-school Literacy Academy 2 hours Monday-Thursday 33 Weeks**

Using data from the April 2011 SRI results, **students reading at two or more levels below grade level will be required to participate** in the new, after-school Literacy Academy. Here they will receive instruction based on their individual needs.

- The majority of students will work with highly-effective **Reading Teachers**. Rather than replicate curriculum provided during the regular school day, **themed Novel Units** (National Geographic curriculum) will be used to further develop students' **fluency, vocabulary and comprehension skills**.

These teachers will have a ratio of up to 1:20 students, per session (with two sessions provided each day). They will be provided professional development, by the district's literacy director and staff, for using new themed Novel Units with students.

- Students performing at the lowest proficiency levels and those who are not progressing through the Reading Teacher intervention will receive diagnostic testing to ascertain their specific learning needs. The SIG grant will fund a full-time, after-school **Diagnostician** to conduct and oversee these analyses. Based on the results of the diagnostic assessments, the following interventions are anticipated:
 - (a) Use of a **multi-sensory phonetic approach** provided by **highly-effective Orton-Gillingham-trained Reading Teachers**. Instruction will be provided in 30-45 minutes sessions (depending on the degree of student need) in groups that do not exceed a **ratio of 1:4**. The *Wilson Reading Test*, a short diagnostic tool that Orton-Gillingham teachers are already skilled at using, will further identify students' specific areas of phonemic and auditory discrimination needs
 - (b) **When specific student needs cannot be fully determined**, the Diagnostician will administer the 9th Edition of the *Analytical Reading Inventory* (ARI), developed by Dr. Mary Lynn Woods. This comprehensive ARI is given in a 1:1 setting and takes 30-45 minutes to assess all reading skills. The assessment results determine the intervention that will be provided through ARI curricular materials targeting fluency, phonics, word identification, vocabulary, and comprehension skills. Delivery of **instruction** will likely be in **small-group or 1:1 instruction**, as deemed most appropriate by the Diagnostician and the Literacy Academy Coordinator.

The **diagnostician**, the **after-school coordinator** and **two reading teachers** will be trained by **External Consultant Mary Lynn Woods** (developer of the ARI comprehensive reading diagnostic instrument) to administer the ARI, interpret results, adapt instruction, and collect on-going data (running records) to maintain

student accountability reports. She will provide two full-days of training for instructors and two half-days of training that includes modeling practices with students during the after-school Literacy Academy sessions.

Teachers will learn how to conduct “Student Reflective Analysis”—where students listen to ARI audio recordings of readers and learn to diagnosis reader’s strengths/needs, then learn and recommend instructional strategies for support. (Dr. Woods has found that when students are involved in analyzing other students’ ARI reading passages {both gifted and troubled readers}, they gain new insight into their own issues.)

(c) As needed, both the Diagnostician and the Coordinator are able to provide instruction to students.

In all instances, individual goals will be established for students participating in the Literacy Academy. Goal attainment results will be tracked, as will the rates of students who make anticipated growth (minimum of two years growth across a one-year period) to measure the success of the Literacy Academy intervention.

Individual teacher success will also be monitored (using December and April SRI results, disaggregated by teacher). Any teacher determined to be less than highly-effective in providing after-school instruction will be immediately replaced.

(2) After-school Academic Support 2 Hours Monday-Thursday 27 Weeks

Based on students’ performance on formative assessments (monthly *Scrimmages* and quarterly *Acuity Benchmarks*) and classroom performance, students will be required to attend the after-school program for tutoring in core academic content support for English/language arts, Mathematics, Algebra and Biology.

This support will be in addition to the targeted assistance that 7th and 8th grade students receive daily during the 8-Step Process “Success” period. A key element of the 8-Step Process is the continuous use of data to determine

which students have mastered content covered over a 3-week period, and which students need additional support. The new turnaround principal has ensured that the **Master Schedule accommodates the school-wide regrouping of students** to implement Success Period each day of the week.

During monthly “**Learning Log**” meetings, teacher teams will review the results of formative assessments (*Scrimmages & Benchmarks*) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment—during scheduled 30-minute “Success” periods.

Students requiring Remedial assistance will be assigned to content-area teachers and specialists (generally, not their regular English or Math instructor). Those who have mastered the tested standards will be assigned to Enrichment classes taught by non-content teachers. (Instructional ideas and materials, aligned to English/language arts or Mathematics curriculum, will be provided to non-content teachers.)

For students in Grades 9-12, regrouping students school-wide presents unique challenges, not present in the Master Schedule and course requirements of middle school students. We continue to struggle with how to fully-embed the *8-Step Process* 30-minute “Success” period into the regular school day for our high school students. That given, we propose the following:

- Students in **Grades 9-12** identified as needing remediation, based on monthly *Scrimmage* and *Benchmark* assessments, will be **required to attend the after-school Academic Support program** to obtain the additional support they need.

- Across the 3-year SIG grant cycle, we will **work with** our counterparts at **Warren Central High School** to **examine solutions** to this issue so that by the end of the SIG grant funding cycle Howe can implement a workable strategy for embedding “Success” into the high school day. It is our understanding that Warren has also struggled with this component of the *8-Step Process* (at the high school level) but may be close to piloting a strategy for addressing this challenge. We are anxious to learn from them and to benefit from their experiences.

Beginning after the first *Scrimmage* results are available, the **after-school Academic Support** program will operate from **2:30-4:30 p.m., Monday through Thursday** for **27 weeks**.

- SIG monies have been budgeted to support **English/language arts, Mathematics, Algebra, Biology, Special Education and ELL teachers** to provide Academic Support to students who do not pass formative *Scrimmage/Benchmark* assessments, or who are not passing classroom coursework
- Students will convene in a central location to sign-in for after-school programs and then be escorted by their assigned instructor to a classroom for tutoring
- Instructional sessions will generally last for one hour, depending on student need, allowing students to participate in both the Literacy Academy and the Academic Support opportunities (depending on individual student need)

For both of the after-school initiatives (Literacy Academy and Academic Support):

- **Snacks** will be provided and **attendance/effort incentives** for students will be given (SIG grant)
- Transportation home following the after-school program will be provided (through district funds)

- A SIG-funded, after-school **Data Clerk** will track participation records for reporting purposes. Student and teacher attendance will be logged, as will be the specific support received by each student, e.g., Literacy Academy and Academic Support for math.
- To ensure the safety of both students and of staff, SIG monies will support the **extended-time services** of an **IPS Police Officer** during the after-school programs

Intersessions: 15 Additional Days Added to the School Year

Under the existing, traditional IPS calendar, the 180-day school year operates with a summer break that lasts 10 weeks. Beginning in school year 2011-12, a new **balanced calendar** will go into effect for Indianapolis Public Schools. School will begin on August 8 and include two scheduled breaks (called Intersessions) in the fall and spring, followed by a summer break that has been reduced to eight weeks. (*Intersessions do not overlap traditional Thanksgiving, Winter/Christmas or Spring/Easter breaks.*)

While Intersessions are envisioned as breaks within the school year, IPS will use this time to extend learning for students who need additional remediation. The primary funding source for this district-wide intervention during Intersessions will be federal Title I funds. To understand how proposed **SIG-funded initiatives will supplement and enrich** that local effort, it is important to first demonstrate what will be provided for *all* district schools during these Intersession periods.

Beginning with the 2011-12 school year and continuing throughout the SIG three-year funding period, the district anticipates funding and operating Intersession instruction to students identified as eligible for remediation via its defined student selection process.

Next year, for example, Intersessions are scheduled for:

Intersession 1: October 10 – 21, 2011 (two weeks for extended remediation)

Intersession 2: March 26 – March 30, 2012 (one-week for extended remediation)

Full-day Intersession coursework will be offered district-wide for all elementary schools (at consolidated sites) and at each secondary school (middle schools and high schools). Each will have its own district-funded Intersession *principal* and *all other 12-month contracted staff*. *Other district-funded* personnel will include:

- **English/language arts and Mathematics teachers**

The number of teachers provided will be based on the numbers of eligible students, as determined by the district's student selection criteria (those failing English or Math coursework, ELL students who are functioning at Levels 1 and 2, students with the lowest SRI reading proficient levels). A teacher-student ratio of 1:25 is anticipated.

- 2 Reading Specialists
- 1 Special Education Teacher
- 1 Computer Specialist
- 1 Parent Liaison (all Title I schools have a Title I-funded parent liaison)
- 1 Social Worker

Among the district's 12 secondary (middle and high) schools, district-funded services will be shared in the provision of:

- 2 Occupational Therapists

- 2 Physical Therapists
- 2 Speech Pathologists
- 2 Nurses

Transportation to and from Intersessions, **meals** (breakfast and lunch) and school **security** will be provided through district funds.

The district will recruit, screen and place selected teachers for delivery of **Intersession curriculum** developed by the IPS Content Directors and their staffs. **Training** for school Intersession staff will occur in two sessions: (1) a four-hour session during the week of August 25-29; and (b) another four-hour session in October—shortly before the first Intersession.

Every school—including turnaround schools—will receive all of the staffing and training support previously described. However, once the turnaround school is selected by the Indiana Department of Education for SIG funding, **greater authority** will be given to **turnaround principals** in the operation of their Intersession programs:

- Turnaround principals will **select their own Intersession staff**, not receive those assigned by the district. This includes the selection of highly-effective teachers from within the school, or across the district or outside of the district;
- Turnaround staff has the **option to design and provide curriculum specifically aligned** to their own students' needs if they opt not to use the Intersession curriculum provided by the district;
- A turnaround schools **may add content areas**—if desired—beyond the English/language arts and mathematics content areas required by the district; and

- In addition to remediation of academic content, the turnaround school may **opt to also include** engaging enrichment activities for students.

As detailed in **Section B, Question 2** of this grant application, proposed **SIG grant funding** would be used during **Intersessions** in the following ways:

- *In addition* to the number of E/LA and math teachers allocated through district funds, SIG grant funds would be used to provide **additional E/LA, Mathematics, Algebra, Biology, ELL, and Special Education teachers**. This will reduce teacher-student ratios and facilitate greater differentiated instruction to better meet individual learning needs.
- **Enrichment teachers** will be added to offer **highly-engaging and classes intended to motivate student attendance** during Intersessions. Students will be able to select from an exciting variety of classes from creative options submitted through district-wide teacher RFP applications. Examples of popular choices under consideration include: Crime Scene Investigations Courses (with guest presentations from doctors, police, and forensic experts); Flash-mob dance and music productions for performance at designated events; Shadow program for Future Doctors of America; CISCO Team Technology Class-- It's Not Just for Nerds; Poetry Slam, and a variety of drama, music, art and theater ideas.

The number of enrichment classes needed will be dependent upon the school's Intersession schedule, i.e., whether enrichment classes occur across the school day (several full-time teachers would be needed) or only for the last part of the day (many part-time teachers would be needed).

Support will be solicited from **parents and Community Partners** in the development and implementation of these Intersession opportunities.

- Depending on the numbers of teachers actually allocated through district funds, the turnaround school may be able to add elements to the district's student selection criteria and, thereby, increase the numbers of students required to attend Intersession. For example, the turnaround school may require any student who has not passed an ISTEP+ exam or End of Course assessment to attend.

As previously mentioned, a part-time **Data Clerk** will assist with tracking student and teacher participation in all extended-time learning opportunities for students, i.e., both during the After-School programs, as well as during Intersession.

| Indicators of LEA Commitment | Description of how this action was or will be completed |
|--|---|
| <p>5. Sustain the model after the funding period ends</p> <p><i>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</i></p> | |
| <p>(a) Developing school improvement planning processes that support sustainability of education reform protocol;</p> <p>(b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;</p> <p>(c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;</p> <p>(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;</p> <p>(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;</p> <p>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p> | |

Our over-arching key findings pointed to critical-need reform in two primary areas: (1) Developing an embedded system for using data to inform instructional decision-making and continuous school improvement; and (2) Addressing issues of teacher efficacy in the delivery of rigorous, engaging and highly-effective instructional practice.

Instructional Leadership and Instructional Practice

Our Turnaround Model reform design was built around the understanding that when SIG funding ended, we would have to sustain the supports enabled through those supplementary funds. The External Partners selected bring critical expertise needed to help us establish our own practices that will become embedded into daily and yearly routines and be fully-sustainable, no later than the end of the 3-year grant period.

The ***8-Step Process for Continuous School Improvement*** is a proven school improvement process. Through the leadership of Dr. Pat Davenport (national expert) and the ongoing involvement of Linda Miller (external consultant), the every-day practices expected through the ***8-Step Process*** will be monitored and supported to ensure that we are fully-implementing all components and positioning ourselves to sustain effective practices.

- Key elements of the ***8-Step Process*** are already in place (*Instructional Calendars* and monthly formative assessments). This puts us at an advantage, because our first year will not be focused on developing calendars and assessments. Instead, our efforts will be dedicated to using the Calendar to pace our instruction and to effectively and routinely use formative data results to make adjustments to classroom instruction and to provide interventions that meet students' needs.
- Anticipating the use of the ***8-Step Process*** (and its expectations for teacher-team planning and for monthly *Learning Log* meetings, after each formative assessment), the new turnaround principal has designed the **Master Schedule for 2011-12** to accommodate embedded time for collaboration. The same is true for scheduling embedded time for

daily **30-minute Success Periods** (remediation and enrichment) for all 7th and 8th grade students. Implementation for these important elements will not be delayed.

- The turnaround principal is committed to participating in **monthly Learning Log** teacher team meetings to review *Scrimmage/Benchmark* formative assessment results, ascertain strengths and weaknesses, share best practices, problem-solve, and re-group students for interventions (supported both during- and after-school).
- Our **implementation** will be **monitored** at multiple levels: **Quarterly Process Checks** (Pat Davenport); **monthly** participation at *Learning Log* meetings and site observations of Success period interventions (Linda Miller); and **weekly** site visits by the district's Turnaround Director and staff. **Implementation** of elements of the *8-Step Process* will be **tracked**, as will successes and challenges (and the steps taken in the resolution of those issues).
- Just as **implementation** will be monitored, it will be **continuously supported** through the expertise and leadership gained by the Instructional Coach (to enable our continuation of instructional support when funding for the External Partner ends); Reading Apprenticeship experts, and Turnaround Office staff stand ready to support our efforts.

The turnaround school's **Instructional Leadership Team** will play an invaluable supportive role. They were selected by the turnaround principal on the basis of their ability to provide leadership, influence colleagues and continuously support the hard work needed for true school reform. By providing leadership during *Learning Log* meetings, participating in *Quarterly Process Checks* and working collaboratively with the turnaround principal, their additional duties will **prepare them to lead** and **inspire reform** when the external experts are no longer available.

Understanding how to effectively *use* data to inform decision-making is crucial, but knowing *what to do* with the information is critical. Improving the efficacy of our classroom instruction is the charge given to our turnaround principal and their carefully selected Instructional Coach. In the development of this grant proposal, did not seek funding for “programs” to improve classroom instruction. We wanted our *people*—those individuals most important to student learning—to be significantly better practitioners.

To do that, we built models that rely on coaching (train-the-trainer and teachers-training-teachers models) that is supported through embedded professional development strategies. Implementation of our after-school Literacy Academy and the Reading Apprenticeship trainings provide good examples of that. Our expectation is to continuously grow our own understanding of how to make effective and lasting instructional improvement.

Other efforts will influence our instructional practice and students’ achievement.

- Howe’s SIG-funded **College Readiness Center partnership with Ivy Tech** will play an important role in preparing students for acceptance into higher-education programs *and* reducing their financial burden because they will not require remedial coursework upon entry (which must be paid but does not earn credit toward the degree). Over the course of SIG grant funding, we will **pursue avenues for sustaining** this partnership (**Perkins** monies, other federal grant opportunities).
- The SIG funding dedicated to **professional development** for providing all Howe Grade 9 students with a new Freshman Academic Literacy Course will be **sustained by the district-funded teachers trained** through WestEd.

- SIG monies used to provide **Reading Apprenticeship training** to ten Grade 9 content teachers will be sustained through trained teachers' instructional practices to embed literacy comprehension strategies across core content areas. The IPS Literacy Office will provide support to expand this training to additional (all) grade-level core content area team teachers.

As a recipient of the highly-competitive federal **i3 Grant Award**, WestEd (the developer of the Reading Apprenticeship Model) will phase in its support of selected IPS cohort partnership schools across a 5-year i3 grant funding period. Although not part of the initial cohort of partnership schools, Howe will be included in Reading Apprenticeship work—within WestEd's i3 grant's 5-year funding period.

- Howe's SIG-grant funded **graduation coach** was previously funded through the Indianapolis Chamber of Commerce (*Common Goal Initiative*). Several high-need Marion County high schools were selected by the Chamber for participation; including Howe. While funding is no longer available to sustain the Common Goal Initiative, the Chamber continues to seek funding to support and enhance this effort. If they are successful, we will strive to be part of that work.

In the absence of renewed Chamber support, **other funding must be re-purposed or sought** to sustain this important role and the benefits of its demonstrated impact. Title I funding would be an appropriate source, but those resources will be limited—due to the dedication of much of this funding to support remediation during IPS Intersessions.

Our continued monitoring of **federal reauthorization efforts of the NCLB Act** offers hope that **greater resources** will be **dedicated to high school reform efforts**. If this occurs, funding to sustain the graduation coach would likely be viable through those resources.

In sum, the **definitive measure of the effectiveness** of all of the aforementioned reform strategies to impact instruction will be evidenced by **students' achievement results** and our **attainment of performance goals** established within this grant proposal.

Each SIG-funded initiative will be continuously monitored to ensure that it's fully and effectively implemented. Records will be maintained to **track the deliverables** and the **impact** of each initiative. The Turnaround Director will require routine reporting and the turnaround school's Project Manager will maintain records and documentation to support those reports.

As **adjustments** are needed, they will be made across the school year. At the end of each cycle year, **annual evaluation results** and **programmatic data** (accomplishments/impact) will be reviewed by the Turnaround Director and Turnaround Principal to determine whether broader changes are warranted.

Extended Learning Time for Students

While the above mentioned reforms focus primarily on our leadership and classroom instructional practices, the other most significant component of our SIG grant proposal is found in our strategies for providing more time for student learning.

Within our Turnaround Model grant proposal, two major extended-time student learning initiative are employed:

- Daily, after school instructional programs focusing on literacy and academic support; and
- Fifteen (15) full school days are added to the calendar year through district-funded Intersessions that are supplemented by SIG-funded initiatives.

Both extended-time efforts are sustainable, albeit in modified form.

While numerous activities (e.g., clubs and sports) are currently provided through after-school initiatives, SIG monies represent the primary (nearly exclusive) funding source for offering **targeted and intentional academic support** provided by highly-effective professionals during **daily (Monday-Thursday) 2-hour, after school programs**.

Sustainability of these extended-time efforts presents significant challenges, but can be demonstrated in the following ways:

- The **Literacy Academy** targets support for students whose reading proficiency levels are two or more years below level. Reading teachers who provide Academy instruction will benefit from **professional development** that will be **sustained in their school day instructional practices and shared with colleagues**.

The comprehensive **ARI training** (through Mary Lynn Woods) will **develop our expertise** in diagnosing specific needs and identifying appropriate interventions for students who do not improve with traditional supports. The **ARI diagnostic tools and learning materials** will **remain available** for teachers' continued use, after SIG funding ends.

Likewise, the themed **Novel Units** purchased through the SIG grant will **remain** a lasting resource for use by **Title I- and district-funded Reading teachers**.

- The **Academic Support** program helps students who have not demonstrated mastery on monthly formative assessments (*Scrimmages* and *Benchmarks*), fail coursework or do not pass State assessments. Highly-effective, certified teachers provide targeted instruction and are paid their hourly wages through SIG grant funds. **Funding to sustain** this program would likely come from **multiple funding sources**, including, but not limited to: **Title I, IDEA, Title III** and any remediation or school improvement monies available from the State.

Other ideas for sustaining this initiative will be considered. **Teachers** could **volunteer** for one day per week, to oversee and support the work of **volunteer tutors** (non-certified). Relationships built with university partners may evolve into identifying strategies for using **college tutors** to support after-school efforts. **Grant opportunities** that target after-school academic support will be pursued.

- The **15 additional school days for Intersessions** will be **sustained by the district** (primarily through Title I funding). Within this grant proposal, we have demonstrated the district's role in operating Intersession days—for *all* IPS schools. SIG grant-funded Intersession components *supplement* that effort through the provision of *additional* content teachers and special populations' teachers.

Unlike other IPS schools, SIG funding also enables the full inclusion of **enrichment teachers** during Intersessions. We see this as a critical component for enticing student attendance during Intersessions. Over the SIG grant funding period, we will collaborate with newly-established **Community Partners** to solicit their ideas and seek backing for sustaining the provision of extra-curricular enrichment coursework during Intersessions.

Social, Emotional and Community Supports

In addition to supports for instructional leadership & instructional practice and the provision of extended-time learning opportunities for students, our SIG proposal includes other social, emotional or community supports.

- Technical assistance from an expert **Behavioral Management Specialist** (Greg Abati) offers Howe **10 days** of analyses and training to support our development and use of rules, rituals and routines that will impact student discipline

and attendance concerns. IDEA funds currently are used to provide in-house support for this work. As a result of our SIG-funded efforts with Abati, implementation strategies enabled through his technical assistance will be **sustained by district-funded staff**.

- Howe's use of SIG funding to support a **School Culture Officer** is intended to ratchet-up efforts to dramatically reduce truancy rates (currently at 33 percent). If this initiative proves successful over the 3-year funding period, truancy issues can be managed by the school's **district-funded social worker**.

4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ ***Instructions:***

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check "We will not implement this model."
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

X **We will implement this model.** We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|-------------|--------------------------|---------------------------|
| 1. <i>Replace the principal and grant principal operational flexibility.</i> | | | |

The existing school principal will be replaced for the 2011-12 school year. The new turnaround principal was selected by the district superintendent, Dr. Eugene G. White. The official announcement naming Teresa Ezell as the 2011-12 turnaround principal for TC Howe Community High School was made and publicized in January 2011.

- Teresa Ezell maintains high expectations for herself and for others. She demonstrates superior organizational skills, is utterly reliable and does not require extra supervision—always doing more than is expected (or required) to accomplish challenging tasks.
- The table below compares performance at Arsenal Technical High School the year before Teresa became the Academic Dean (2008-09) to performance after her first year of leadership and oversight (2009-10).

| | 2008-09 | 2009-10 |
|---|---------|---------|
| Student Attendance | 88.0% | 92.5% |
| Algebra I End of Course Assessment (passing) | 12% | 32% |
| College Credits Earned | 6 | 172 |

- As the Academic Dean over the Early College Magnet at Arsenal Technical High School, Teresa brings successful administrative experience and expertise. Performance on gateway Algebra I ECA has nearly quadrupled.

She has moved the College Readiness of Arsenal Tech students from 6 dual credits earned to 172 earned in 2010. Results for 2011 will more than double that level of performance (as we anticipate at least 400 earned dual credits in 2011).

- As the newly-appointed turnaround principal she has reviewed data, performance evaluations and conducted interviews with existing staff. Concerned with findings, she has already replaced Howe's College Readiness leadership instructors and Howe's Lead Counselor (responsible for career guidance and student placement into coursework). College Readiness is priority one for Teresa.
- Through her experiences at Arsenal Tech, Teresa established relationships with Vincennes University and Ivy Technical Community College for implementing College Readiness coursework at the high school level.

Recognizing the merits of this strategy, Teresa already has used her connections to establish a College Readiness Center at Howe through an Ivy Tech Partnership.

Her established relationship with Vincennes will enhance efforts to expand Howe's dual credit Building and Trades programs, with the target goal of students constructing (and wiring) their first house in 2012-13.

- Teresa is a nationally-recognized speaker in the area of Project Based Learning. As Arlington's Academic Dean, she engaged the Buck Institute to conduct PBL training. Through projects, students saw connections between the concepts taught and real life. Teresa strove for innovative, engaging approaches that required higher-order thinking. Implementation of PBL strategies reaped results, for all students.

- Teresa's performance evaluations, based on the Charlotte Danielson rubrics, have merited ratings of "Distinguished" in the area of **teacher evaluation and supervision**.

As evidenced through **final interviews** conducted by **Dr. Eugene White** and **Dr. Li-Yen Johnson**, the turnaround principal **demonstrates a sense of urgency** in turning around school performance and exhibits the following characteristics:

- The principal is **seeking greater challenge and responsibility** and **fully expects to be held to tougher accountability expectations**;
- The principal believes that it is **people, not programs** that make the difference in school performance. As a SIG Turnaround Principal, the ability to hire the most qualified staff and fire those who are not, provides **strong motivation** for her aspiration to secure this role;
- The principal has a **positive vision** for leading a school with persistently low performance and can **convince other strong teacher leaders** to support that work;
- The principal holds a **steadfast belief in honest performance appraisal** and wants teachers who are capable and willing to do the extra work required in a turnaround school to be **rewarded**. Those who cannot (even with additional support) or those who interfere with the work required should be **removed**. The principal is willing to do this, without regret, in the **best interests of student achievement and staff morale**.
- The turnaround principal is **committed to full participation in the 8-Step Process for Continuous School Improvement**. The principal will convene teacher teams to use *Learning Log* (data) meetings to continuously analyze

formative assessment results and determine instructional strengths and weaknesses, adjust instructional strategies to better meet needs, and re-group students for targeted remediation or enrichment instruction based on students' mastery or non-mastery of taught standards. Achievement data will be **highly-visible** and used by staff to inform decision-making.

Based on these factors, **Teresa Ezell** was identified as an ideal candidate for school turnaround.

In January 2011, with the approval of the IPS Board of Education, **Superintendent White** publicly announced the appointment of **Teresa Ezell** as the 2011-12 turnaround principal for **TC Howe Community High School**.

By making this decision early, the newly-designated turnaround principal has been able (from January – May 2011) to **guide decision-making** that will impact the principal's ability to implement needed reforms. Some examples of leadership relevant to the SIG grant proposal include:

- Through the examination of mid-year Teacher Performance Evaluation data, personal school-based classroom observations of existing staff, participation in a rigorous teacher application and selection process, the **turnaround principal reconstituted staff**—selecting only those individuals who would be a good fit in working with colleagues to collectively turnaround school performance for SY 2011-12.
- The turnaround principal's **work ethic and reputation** for making things happen is widely known. As a respected leader, the principal has the **commitment** of exceptional instructional leaders (**key influencers**) to play important **leadership roles** within the turnaround school.

Among them, Teresa has **recruited and secured** the commitment of an **exceptional, bilingual College Readiness instructor** to come to Howe and instruct, as well as serve as a key member of her *Instructional Leadership Team*.

- The turnaround principal has been able to review and use key **data findings** to ascertain **priority needs** of the turnaround school and identify interventions, aligned with those needs, for inclusion in the **SIG grant proposal** (e.g., the need for a process to consistently use data to inform instruction and interventions; the need to aggressively address adolescent literacy issues—both during the school day, and after school; the need to overhaul systems to support College Readiness).
- The turnaround principal has engaged in **continuous meetings** with the district's Associate Superintendent and newly-designated Turnaround Director, as well as met with building staff and worked with other district officials (e.g., Director of Literacy) to inform decisions relevant to anticipated SIG-funded initiatives and personnel decisions.
- The turnaround principal has been involved in **all decisions** regarding the development of the **SIG grant proposal initiatives**—aligned to priority key data finding needs of the turnaround school.
- The turnaround principal has **determined** the turnaround school's **2011-12 Master Schedule** to ensure that **time is embedded** in the schedule to enable **routine professional development** among **like-teacher teams** and enable reform work envisioned within this grant proposal, e.g., *8-Step Process* elements: *Learning Log* meetings; and *Success Periods* for regrouping students (school-wide) to provide targeted remediation and enrichment.
- The turnaround principal has **selected** (or will select) ***all SIG-funded personal***—as well as the school's ***Instructional Leadership Team*** members who will play key roles in leading and influencing change within the turnaround school.

Operational Flexibility

The SIG-grant turnaround principal has been granted **operational flexibility** for hiring, retaining, transferring and replacing staff:

- The SIG turnaround principal shall have broader authority and flexibility in filing vacancies and is **not bound by current IPS Human Resources Processes** in the placement of **displaced teachers**.
- The SIG turnaround principal may **interview and select teachers from outside the district**, as well as teachers within the district when hiring staff, unlike other traditional IPS schools.
- Vacancies in the turnaround schools will go through a **Posting Process** (receiving flexibility unlike traditional IPS schools) that will allow us to attract the best and the brightest candidates.
- A monthly report on the status of existing teachers' effectiveness will allow Human Resources, the Associated Superintendent and the Turnaround Director to make teacher **removal decisions in one or two weeks**, as warranted.
- The SIG turnaround principal will have the authority to **remove ineffective teachers, across the school year** (no similar authority in IPS non-turnaround schools). The Turnaround Director and Associate Superintendent will work with the turnaround principal to enable responsive action, as needed.
- A new **Administrative Transfer Process** is now in place **only for the turnaround school** to accommodate transfers that are **not necessarily related to teacher performance**.

In the event that an employee within the turnaround school cannot commit to the work expectations required for turnaround reform (e.g., working beyond the regular work day, week or year), the principal—with the approval of the Turnaround Director—may request an Administrative Transfer of this individual.

Such action will be authorized by the Turnaround Director and will not require approval from Human Resources.

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|-------------|--------------------------|---------------------------|
| 2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i> | | | |

Selection of Turnaround Staff

In January/February 2011, those IPS turnaround principals that intended to apply for SIG grant funding were convened to hear about the grant possibilities, as well as grant expectations. Simultaneously, teachers in those schools were notified that the new turnaround principal would be required to vacate at least 51 percent of certified staff within the school (teachers, media specialists, social workers, and counselors—including Title I, ESL and special education staff).

Staff was told that those interested in remaining within the turnaround school and committing their energy, talents and complete commitment to turnaround reform were invited to submit an application to the Division of Human Resources.

Those interested were required to submit Application Packets that included:

- (1) Most recent mid-year Teacher Performance Evaluation;

- (2) Three completed **reference forms**;
- (3) A letter of application indicating their **reasons for interest**;
- (4) A completed *Information Sheet*, e.g. current assignments, years of service and location/s, certification information, **awards or recognitions**, and participation in **professional development** activities;
- (5) **Evidence of proficient/distinguished performance** in Domain 2 {Classroom Management} and Domain 3 {Instruction}; and
- (6) A signed **Teacher Commitment Agreement** form, e.g., performance expectations; willingness to collaborate with colleagues and participate in professional development opportunities.

Meanwhile, **new turnaround principals** began to:

- **Review key data findings** (e.g., school's achievement data; student leading indicators; teacher performance evaluation ratings; findings from Quality Review Reports; etc.);
- Hold **conversations with current school leadership staff and district leaders** regarding findings from the data reviews and to solicit input and perspectives;
- Conduct **building walkthroughs**. Recognizing that teacher effectiveness is the top school-based factor in student achievement, the new turnaround principal spent many hours making **classroom observations** to inform staff selection decisions.
- Meetings were held with the district **Turnaround Director** to discuss the Interview Process and the protocols to be used during the interviews of both internal (existing) staff and external applicants.

Following a thorough review of applicant *Application Packets*, the Turnaround Director and turnaround principal met to determine which candidates would receive an interview with the turnaround principal and interview teams.

Research-based evidence from The Chicago Public Education's **Public Impact Report** (*School Turnaround Teachers: Competencies for Success*), provided to turnaround principal by the Turnaround Director helped them frame **interview questions** that would help interview teams **identify highly-effective** individuals who would be **most likely to work collaboratively** with staff to **dramatically turnaround school performance**.

Once the interview process was completed, **turnaround principal recommendations** were submitted to the Turnaround Director for her review, along with the *Application Packets* and interview scores of their candidates.

Final decisions were agreed upon and **submitted to Human Resources**. Displaced staff lists were sent by Human Resources to the current building principals with **RIF letters issued** by Human Resources the following week.

The turnaround principal for Howe Community High School **retained 40 percent** of existing certified staff, **vacating 60 percent** of the school's teachers.

3. *Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).*

Research clearly shows that the **Number One** in-school factor affecting student achievement is the **quality of the teacher, second only to** the effectiveness of the **school leader**. As a Turnaround Model school, responsible for reconstituting staff and dramatically changing instructional practices that will significantly influence increased student

achievement and ultimately students' graduation rates, we fully-understand that the most critical factors in our success will be the effectiveness of our leadership and our instructional staff.

The **financial and programmatic supports** available through the SIG grant funding will play a vital role in supporting that work, by helping us **attract** and **retain talented teachers**—including hard-to-fill positions. As described throughout this application:

- **Reconstituted staff** members (both existing and newly-hired) have been **carefully selected** by the turnaround principal, through a **rigorous process**. (**Section C, Question 14**) This occurred during the months of **January through March 2011**. Lead Persons involved included: **IPS Human Resources Department; IPS Turnaround Director; Dr. Greenwood** (Director of Secondary Education); and, most notably, the **New Turnaround Principal**.
- The turnaround principal was **not forced to accept** teachers **displaced** from other schools.
- Those selected are a good fit for the school's team and they have **demonstrated their commitment** to the reform initiatives envisioned and detailed within this grant application. Applicant candidates were informed of the importance of selecting only those individuals most **capable** (highly-effective), **committed** (demonstrating a sense of urgency for meeting student needs) and **willing to commit** the additional time and support required for true reform under the Turnaround School Model.

To recruit (and retain) those staff selected to serve, the new turnaround principal has developed a Master Schedule (for implementation beginning in 2011-12) that will support their efforts and reward exceptional work.

- **Scheduled and embedded time** for collaborative team planning and decision-making (e.g., **at least weekly** like-team-teacher planning meetings, **monthly Learning Log** (data) meetings);

- Established systems for routine (embedded) **professional development** and **continuous instructional support** through the full-time SIG Instructional Coach (who **mentors, observes and coaches** teachers); Turnaround Office Specialists; and Reading Apprenticeship trainings (with support from the district Literacy Division).
- Provides immediate access to **experts** within the **Turnaround Office** (director, reading specialist, special education & ELL specialists, and an instructional technology specialist);
- Offers support through **annual summer training**, **quarterly Process Checks** by Dr. Pat Davenport to support implementation of 8-Step Process strategies, and **monthly onsite involvement and technical assistance** from Linda Miller for *Learning Log* (data) meeting support and implementation of “Success” (remediation & enrichment) instruction.
- Makes available **full-time CADRE teachers** to provide classroom coverage for teachers, enabling their participation in embedded professional development opportunities or observation of their colleagues’ instructional practices. The CADRE teachers also provide remediation to assigned groups during embedded “Success Periods” for 7th and 8th grade students.
- **After-school Reading Teachers** will be trained by the IPS Literacy Director (August 2011) to use themed, Novel Units with students participating in the after-school Literacy Academy (to dramatically increase reading proficiency levels);
Individuals from across the district (or outside the district) certified as **Orton-Gillingham-trained Reading Teachers** will have unique opportunities to use their skills as paid after-school instructors.

Literacy Academy leadership staff (coordinator, diagnostician and two teacher representatives) will receive ARI diagnostic assessment training from its developer, Dr. Mary Lynn Woods, for 2 days in August 2011 and 1 half-day in September and 1 half-day in October during Literacy Academy sessions (with students).

- Two of Howe Community High School's teachers will receive paid professional development at WestEd's national training site during fall 2011.

All 10 of Howe's Grade 9 content teachers (E/LA, Math, Science, & Social Studies) will participate in 5-paid days of summer 2011 Reading Apprenticeship training provided by WestEd for using literacy comprehension strategies across the curriculum. The IPS Literacy Office will provide support to expand this training to additional (all) core content area teachers, across the 3-year SIG funding cycle.

A Reading Apprenticeship Coach will provide weekly professional development on targeted practices (Day 1) and make classroom observations of teachers' implementation of those strategies (Day 2)—followed by debriefings to ascertain what worked and where there is more support needed.

The WestEd expert will provide 10 days of onsite support to ensure that the school's professional development activities are aligned with the model; meet with Literacy Leadership; observe classroom instruction; debrief by providing feedback; and conduct PD/model instruction.

The Turnaround Office Reading Interventionist serves as an additional resource in supporting the Reading Apprenticeship Model training and implementation.

- In addition to extended-time learning opportunities for staff (e.g., Annual Summer Retreat trainings, six paid Saturday preparation days, ARI diagnostic trainings), paid extended-time teaching opportunities (daily after-school Literacy Academy and Academic Support programs; 15 Intersession days) also will contribute to staffs' ability

to positively impact student achievement and **financially-benefit** those selected for these roles based on their high ability.

- Across the 3-year grant period, as teaching (or CADRE) positions become available, applicants will be recruited from a broad pool, including candidates affiliated with **Teach for America, Woodrow Wilson Scholars, New Teacher Project, and Indianapolis (Marian) Teaching Fellows.**
- Teachers new to the district will be supported by **summer New Teacher Induction** workshops to introduce them to **tools** that are **critical to the initiatives** within this proposal (e.g., the district's *Instructional Calendar* {pacing guide} formative *Scrimmage* and *Benchmark* assessments, IPS Online tools).
- Exceptional turnaround teachers will be placed in critical **leadership roles** (Instructional Leadership Team), allowing them to influence school performance and develop into **tomorrow's school reform leaders**. Those selected will be **compensated** in recognition of the additional levels of commitment required of them.
- **Meaningful mid-year and end-of-year differentiated evaluations** will drive performance determinations and reward **highly effective** teachers and the turnaround principal, as well as **dismiss those unwilling or unable** to meet expectations (which will also influence teacher **morale**).
- We believe that an **evaluation system** that takes **performance and other qualification factors** (e.g., effective implementation of key *8-Step Process* initiatives; leadership roles played in support of school reform efforts) into consideration will **demonstrate our respect** of educators as the professionals they are and it will **keep talented teachers** in our school.

- Based on the experiences of school turnaround in Warren Township (through its implementation of the *8-Step Process for Continuous School Improvement*), we believe that **immediate change** in student performance is possible.

As we begin to witness the impact our targeted (and SIG-supported) reform efforts have on student achievement, staff will **remain invigorated** and **inspired** to sustain and increase their collective efforts. Success is a powerful motivator.

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|-------------|--------------------------|---------------------------|
| 4. Provide high quality, job-embedded professional development. | | | |

Two **over-arching key need findings** drive the primary elements of the supports provided to teachers through this grant proposal:

- (1) The need to establish a **process to systematically use data to inform and differentiate instruction** that will lead to continuous school improvement; and
- (2) The need to **impact teacher efficacy** in the delivery of **highly-effective classroom instruction**.

Routine, scheduled time has been **embedded** into the turnaround principal's **Master Schedule** to provide **time** for teachers to collaborate, analyze student data and classroom practices to make informed decisions about instructional strategies.

The Master Schedule is built around a 7-Period day. Teachers instruct students for 6 periods; 1 period is provided for teacher preparation.

Each Tuesday (of teacher prep time) will be reserved for **professional development**. Teachers will meet in **Grade Level Teams** (e.g., Grade 8 E/LA, Math, Science and Social Studies teachers).

Twice a month on Wednesday (after school), teachers will be convened for professional development. The 1st Wednesday of the month will be the Principal's meeting with all staff. The **3rd Wednesday of each month** is for **Content/Subject Area teacher meetings**.

The need to establish a process to systematically use data to inform and differentiate instruction for continuous school improvement is address through the work with our Lead Partner, Dr. Pat Davenport, and the implementation of the ***8-Step Process***.

Lead External Partner: Dr. Pat Davenport will provide the foundation and systematic framework for the turnaround principal and teachers' routine use of data for continuous school improvement. Using her nationally acclaimed and highly-successful ***8-Step Process for Continuous School Improvement***, Dr. Davenport will provide intensive annual summer trainings and conduct Quarterly Process Checks to oversee and inform the implementation of the ***8-Step Process***. Site visits to observe the process and meet with expert practitioners will be made to MSD Warren Township.

The ***8-Step Process***, first used in Indiana's MSD of Warren Township Schools and, subsequently, in IDOE-identified high-need schools, is a proven system to (1) continuously **use Data** to determine areas of strength and weakness; (2) follow **Instructional Calendars** (pacing guides) to ensure coverage of required academic standards; (3) maintain **Instructional Focus**; (4) use formative and summative **Assessments** for decision-making; (5) provide extended **Tutorial** support to struggling students; (6) provide extended **Enrichment** opportunities to students who have

mastered current work; (7) ensure **Maintenance** of previously-taught standards; and (8) routinely **Monitor** process implementation.

While the IPS *Instructional Calendar* is used by teachers and the monthly formative assessments are in place (*Scrimmages* and *Benchmarks*), triangulated **key data findings** revealed that among our highest priority areas of concern was the **insufficient** and **ineffective use of the data results** from our monthly assessments. This was true at two levels:

- Formative data results were **not used to make instructional adjustments**; and
- Formative data were not used to **provide targeted, differentiated interventions to students who failed to demonstrate mastery** on those monthly assessments.

To attack this issue (as part of the *8-Step Process*), **Monthly Learning Log (data) meetings** with the turnaround principal and school instructional teams will be held to analyze *Scrimmage* and *Benchmark* results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during *Success periods* (part of the *8-Step Process*).

Monthly 8-Step Process “Learning Log” meetings will be convened by the principal for **Subject Area teams** (with meetings for **7th and 8th grade subject area teachers** and meetings for **9-12 subject area teachers**).

The turnaround principal’s selection of the school’s **Coach-in Training** has been made, in part, based on the individual’s **expertise in data analyses**. This will make the Coach a **key player** during monthly **Learning Log meetings** as data are reviewed by the principal and teachers, analyzed, and used to re-group students for interventions. The Coach also will manage **Data Walls** posted in the *Learning Log* meeting room.

Instructional Leadership Team (ILT) members, who lead/support the work of teacher teams during *Learning Log* meetings and weekly collaborative planning meetings, participate in **weekly** (after-school) **professional development** meetings with the turnaround principal (supported by Turnaround Office experts and others identified by the principal and leadership team).

They will receive **training** aligned to needs identified through data findings and **site-based observations** made by External Partners and Turnaround Office staff. Work will be directly **aligned** with efforts to improve **instructional leadership** and highly-effective classroom **instructional practices** to increase student achievement.

Monthly onsite technical support will be provided by external consultant, **Linda Miller**, who will focus primarily on *Learning Log* meetings (team data analyses) and the delivery of data-driven interventions to support students (based on their *Scrimmage* and *Benchmark* assessment results).

As part of her oversight, Miller will ensure that the powerful information provided within the **Classroom Scrimmage Score Sheet** is disaggregated, analyzed and carefully used to inform decision-making for adjusting classroom instruction and for re-grouping students for daily, 30-minute “Success Periods” and after-school Academic Support interventions.

As evidenced throughout the grant proposal, **other data** will be used to implement aligned instructional programs and target professional development trainings. For example:

- Unacceptably high numbers of our students currently are reading two or more years below grade level. The new, after-school, **Literacy Academy** has been developed to provide intensive interventions for those students. To support their instruction, **extended-time** training will be provided to **Reading Specialists** in their use of themed **Novel Units** (with higher functioning students).

In addition, **extended-time** professional development will be provided to the after-school **Coordinator, Diagnostician and Reading Teacher representatives** for **administering the ARI diagnostic tool and using the results** to develop targeted student interventions

Embedded professional development also is provided, relevant to the ARI trainings. **Dr. Mary Lynn Woods** (developer & ARI trainer) will be **onsite** (September and October) to **demonstrate** and **model** effective practices with teachers and their assigned students, during the after-school Literacy Academy program. After students leave, Dr. Woods will remain for **debriefing sessions** with teachers to address any issues raised and support their effective use of the ARI diagnostic tools and instructional materials.

The **need to support teacher efficacy** in their delivery of highly-effective instructional practices will be supported in the following ways:

Through our continuous examination of data (e.g., *Scrimmage/Benchmark* assessments discussed during monthly **Learning Log** meetings with the principal and teacher teams), weekly **classroom walkthroughs** by the turnaround principal and administrators, and through **classroom observations** conducted by coaches, we will have **real-time data** that will drive and focus efforts for instructional improvement.

The principal, External Partners and the *Instructional Leadership Team* will be able to use data to identify a problem of instructional practice and determine strategies needed to address the issue. Once the recommended practices (and expectations are defined), the **implementation of improved practices** will be supported at multiple levels:

- The **Instructional Coach** (and other designated experts) will provide **professional development to teachers**, during embedded planning and professional development periods for teachers.
- The Coach will **observe teachers' implementation** of the learned strategies, **model instruction** and **provide feedback and support** to classroom teachers.
- **Full-time CADRE teachers** will be available to “cover” instruction while **classroom teachers observe the effective practices of their colleagues** and participate in **debriefing sessions** with the coaches to discuss their observations and take-away tips.
- **Additional support** for providing **teacher-team professional development** or **coaching individual teachers** will be available from the **Turnaround Office experts**, including: Reading Interventionist; Special Education and ELL Specialists; and the Instructional Technology Specialist. A district data expert (Kathy Ducote) also is assigned to work specifically with IPS turnaround schools.

The involvement of the **ELL and Special Education Specialists** will be particularly important as they guide and support the provision of instructional strategies (including co-teaching) that **appropriately differentiate instruction** to effectively meet the diverse needs of **English language learners and students with IEPs**.

- **Based on their observations** of classroom teachers' implementation of new practices (**and feedback** they receive during debriefing sessions), the **Coach will adjust or enhance her professional development** efforts for teachers (during embedded PD periods and one-on-one work with individual teachers) to ensure effective and consistent implementation of new instructional practices and expectations.

Students' ability to **comprehend the complex text** of middle and high schools is limited by their poor **comprehension strategies**. Our **key data findings** show that secondary teachers are not adequately addressing these needs, and generally not engaging and challenging students to use effective strategies that deepen students' understanding.

Lecture-style, teacher-led instruction is the norm. **Secondary content teachers** are either **unwilling** or **unprepared** to **address students' literacy issues** and learning suffers—as can be evidenced in achievement performance within our key data findings.

To tackle this issue, we will initiate (and expand across the grant funding period) training and embedded professional development to implement the **Reading Apprenticeship Model**—with support from WestEd (the developer of the Reading Apprenticeship).

This **research-based** and **proven strategy** helps all content teachers (E/LA, Math, Science and Social Studies) support students as motivated, strategic and critical readers, thinkers, writers, viewers, listeners, and speakers. Reading Apprenticeship (RA) is not a “program.” It is a framework—**designed for secondary students at all proficiency levels**—to dramatically transform students' **engagement** and **achievement** across all academic disciplines.

- Through the initial **WestEd training** (5 days of summer trainings), **ten Grade 9 content teachers** (E/LA, Math, Science and Social Studies) will learn how to **use literacy comprehension strategies within their own content domain**.
- To ensure that WestEd professional development training (provided in the summer) is aligned to the on-going professional development provided at the turnaround school (by a Reading Apprenticeship Coach), a **WestEd-trained expert** will provide **monthly oversight** (10 days) to ensure the fidelity of model implementation . The WestEd expert will **meet with the Literacy Leadership team; observe classroom instruction; debrief with teachers by**

providing critical feedback; and conduct needed professional development and/or model instruction in classrooms.

- To routinely support content teachers' understanding and implementation of these strategies, a **Reading Apprenticeship Coach** (trained by WestEd) will be assigned (and funded through the SIG grant) to spend **two days, each week**, to provide structured and continuous professional development.

At Howe, **each Tuesday** is reserved for **Core Content Teacher meetings** and professional development.

Each week, the **first day of PD** will entail targeted professional development training provided by the **RA Coach** for content teachers' use of specific strategies.

The **second day of PD** will place the **RA coach in the classrooms** of the content teachers to **observe** their **implementation** of the learned strategies. They will **debrief** by discussing what worked and where additional support is needed to effectively use the strategies to increase students' understanding.

- This strategy for training and implementing the Reading Apprenticeship Model will begin with the Grade 9 Core Content Teachers and expand across all high school core content teachers by the end of the SIG grant funding cycle. The description of how this strategy will be phased in is summarized below. (SIG-funded elements are highlighted in BLUE font.)
 - **Five days of training** will be provided this summer through **WestEd** for **ten Grade 9 Core Content Teachers** (E/LA, Math, Science and Social Studies). Teachers will be **paid** their **hourly wages** to participate in this training.
 - On a **monthly** basis, a **WestEd expert** will monitor the fidelity of implementation, observe and model classroom instruction, debrief with teachers, and meet with the Literacy Leadership Team

- A half-time Reading Apprenticeship Coach (RA Coach) will work two days, each week, in the school with content teachers to provide professional development: Day 1 will be training and Day 2 will be classroom observations of implemented strategies (with debriefing sessions).
- In Year 1, funding is budgeted to provide: 5 days of WestEd training, pay 10 teacher stipends (and provide box lunches) for 5 days of training of Grade 9 content teachers; monthly onsite technical assistance from WestEd expert; and a half-time RA Coach for weekly school-based professional development of Grade 9 content teachers.
- In Year 2, funding is budgeted to sustain the RA Coach for Grade 9 content teachers. We will expand this initiative to include Grade 10 content teachers (E/LA, Math, Science and Social Studies). Funds are budgeted to cover their training costs, monthly oversight by the WestEd expert, and a half-time RA Coach for weekly PD of Grade 10 content teachers.
- In Year 3, funding is budgeted to sustain the RA Coaches for Grades 9 and 10 content teachers. The initiative will be expanded to include Grade 11 and 12 content teachers (E/LA, Math, Science and Social Studies). Funds are budgeted to cover WestEd and teacher training costs, monthly oversight by WestEd expert, and a half-time RA Coach for weekly PD of Grade 11 and 12 content teachers.

5. Adopt a new governance structure (i.e., turnaround office, turnaround leader).

The Turnaround Model anticipates the creation of a new governance structure (i.e., a district Turnaround Office). Through resources provided under the SIG grant, the Indianapolis Public Schools implemented, in school year 2010-11, Phase 1 of a multi-year plan to turnaround its persistently lowest-achieving schools. With only two schools participating in the first year SIG initiative, a Turnaround Office was not established. The district's Associate Superintendent served as

the Turnaround Officer, providing new turnaround principals at George Washington and John Marshall Community High School direct-report authority to support their implementation efforts.

- Our first year of implementing the SIG Turnaround Model has taught us a lot. Experience revealed the complexities and ongoing efforts required of the district's central office to adequately support turnaround principals in a timely and comprehensive manner. As we move into *Phase 2* of our multi-year plan to apply for and implement *additional SIG-funded turnaround initiatives*, and as the district's superintendent works to support other local turnaround efforts, the need for a **district Turnaround Office** now clearly exists.
- A **newly-appointed Turnaround Director**, Yvonne Rambo, selected as last year's *National Middle School Distinguished Educator of the Year*, was reassigned to the position of Turnaround Director in January 2011. An experienced school leader, she fully understands the needs of high-poverty, low-achieving schools and has demonstrated her effectiveness in turning around school performance.

Ms. Rambo served as a distinguished principal at Gambold Middle School for four and one-half years. A high-poverty, high-need school, it served students in Grades 7 and 8, with an enrollment of 342 students in 2010. Ninety percent (90%) of the students came from impoverished homes (with 84 percent eligible for free lunch and 6 percent for reduced). Its diverse student population is composed of 52% Black; 36% Hispanic; 7% White; 3% Multi-racial; and 2% Asian.

While Gambold did not make AYP in 2010, they met the performance standard in **22 of 25 categories** (missing for Hispanic students in E/LA and for Special Education students in E/LA and Math).

Under **Public Law 221**, Gambold demonstrated **Academic Progress** in 2010 with Performance at 52.1 percent and Improvement at 4.6 percent.

Of 12 secondary IPS schools (serving Grades 7 & 8), Gambold was the **only school** to demonstrate **High Growth** (under Indiana's new Growth Model) in 2010 for its Mathematics students. With a Median Overall Percentile Growth of 49.0, they just missed this designation for English/Language Arts students during the same period.

| Analysis of Gambold Growth Model Performance | | | | |
|--|---------------------------------|----------------------------------|-----------------------------|----------------------------|
| | English/Language Arts | | | |
| | Total % Students Passing ISTEP+ | Median Growth Percentile Overall | % Students with High Growth | % Students with Low Growth |
| 2007 | 36.4% | 40.5 | 23.3% | 43.4% |
| 2010 | 46.6% | 49.0 | 27.7% | 37.5% |
| Change | Increased 10.2 pts. | Increased 8.5 pts. | Increased 4.4 pts. | Decreased 5.9 pts. |
| Analysis: Just as turnaround schools will be asked to increase student performance over a 3-year period, this analysis provides a 3-year comparison of data, using 2007 data as its baseline. | | | | |
| Under the Growth Model formula, students at Gambold Middle School increased their ISTEP+ English/Language Arts pass rates by 10.2 percentage points. | | | | |
| The overall Median Growth Percentile increased by 8.5 points placing them at 49.0 (just missing the 50.0 threshold for demonstrating High Growth). | | | | |
| As hoped for, under the Growth Model, the percentage of students with High Growth increased by 4.4 percentage points. | | | | |

Conversely, the percentage of students with Low Growth decreased by 5.9 percentage points.

| Analysis of Gambold Growth Model Performance | | | | |
|---|---------------------------------|----------------------------------|-----------------------------|----------------------------|
| | Mathematics | | | |
| | Total % Students Passing ISTEP+ | Median Growth Percentile Overall | % Students with High Growth | % Students with Low Growth |
| 2007 | 41.0% | 33.5 | 23.0% | 52.2% |
| 2010 | 60.8% | 58.0 | 41.4% | 34.5% |
| Change | Increased 19.8 pts. | Increased 24.5 pts. | Increased 18.4 pts. | Decreased 17.7 pts. |
| <p>Under the Growth Model formula, students at Gambold Middle School increased their ISTEP+ Mathematics pass rates by 19.8 percentage points.</p> | | | | |
| <p>The overall Median Growth Percentile increased by 24.5 points scoring at 58.0 to demonstrate High Growth, as a school. Of 12 secondary IPS schools (serving students in Grades 7 & 8), Gambold was the only school to meet this benchmark.</p> | | | | |
| <p>As hoped for, under the Growth Model, the percentage of students with High Growth increased by 18.4 percentage points.</p> | | | | |
| <p>Conversely, the percentage of students with Low Growth decreased by 17.7 percentage points.</p> | | | | |

- In her role as the newly-appointed Turnaround Director, Ms. Rambo is paid through district funds, and not supported by federal SIG grant monies.
- She will work closely with the SIG turnaround principals and they will retain direct-report to the Associate Superintendent, Dr. Li-Yen Johnson. She has the knowledge, determination and the authority to be responsive to issues that can impede success – particularly as they relate to personnel issues (hiring and firing of staff). Dr. Johnson also plays an integral and on-going role in the selection of and work provided by contracted External Partners.
- Beginning with school year 2011-12, the district will fund and assign to the new Turnaround Office the following exemplary, key personnel to expand and enhance direct support to turnaround schools: Reading Interventionist, Special Education Specialist, ELL Specialist, and a Technology Instructional Specialist. This decision was based on lessons-learned with existing turnaround schools and issues that routinely warranted immediate access, expertise and availability to trouble-shoot ongoing concerns.

The Turnaround Director personally selected the specialists, allowing her to identify and place only the most highly-qualified individuals committed to supporting the everyday needs of the turnaround principal and staff. District funding is used to support all Turnaround Office staff, not the SIG grant. Turnaround Office Specialists include:

Special Education Specialist: Patricia Elff

- Has been a distinguished Special Education coach for four years
- Has produced and been the exemplar for co-teaching training videos and professional development
- Created entire PLC programs for Howe Community High School

- Created and implemented effective ISTEP procedures at School 108, contributing to the school's attainment of making AYP through safe harbor
- Trained trainer in READ 180 and SRI Interpretation (reading proficiency Lexile levels)
- Cited by State audit teams as an effective special education coach. Led her school in producing effective co-teaching strategies and analyzing data to inform and impact instruction.
- Provided professional development in: Mapping, co-teaching, ELA strategies, NUA, Open-ended response test taking strategies, classroom management, Inclusion Models, Implementing adaptations, etc.
- Designed and implemented summer school curriculum
- Served on multiple leadership committees: ILT, Peer Observation, School Improvement, SBDM, curriculum mapping, Textbook Adoption, etc.
- ABCD award winner/finalist for Golden Apple Award

ELL Specialist: Catherine Fuller

- Served as the District ESL Coach for three years, providing coaching for all ESL sites
- Developed and implemented an effective Vocabulary Immersion program at School 108
- Participated in Marzano training in building Content Vocabulary
- Participated in all site visits at School 108, including Cambridge and State Quality Reviews
- Guides all ESL testing at school
- Teaches classes at IUPUI for future ESL teachers.
- IPS graduate

- Also credentialed to teach Science
- Trained in use of iPOD's for instruction
- For multiple years, has developed a Master Schedule for appropriately meeting the needs of ESL students
- Demonstrated effective collaboration with general education teachers for implementing adaptations to meet student learning needs
- Conducted professional development for staff and modeled effective practices in teachers' classrooms

Technology Instructional Specialist: Christine Stratman

- For past two years, has been the Instructional Technology Grant Facilitator and Professional Development trainer for IPS
- Effectively trained hundreds of IPS teachers to use technology in their classrooms
- Selected as presenter at national conferences on topics including: Managing One-to-One Laptops; Textbooks to Netbooks; The 21st Century Classroom; Empowering Urban Districts with One-to-One Technology; Problem-Based Learning
- Successfully pursued and been awarded several technology grants for her classroom and for district schools
- Participates as an active member of the Collegiate High School Design Team
- Conducted professional development for district administrators on: Data Dashboard; IPS On-Line; Monitoring Instruction with Integrated Technology

Reading Interventionist (TBD): *Looking for a candidate with the following attributes:*

time, after-school **Diagnostician** to conduct and oversee these analyses. Based on the results of the diagnostic assessments, the following interventions are anticipated:

- (a) Use of a **multi-sensory phonetic approach** provided by **highly-effective Orton-Gillingham-trained Reading Teachers**. Instruction will be provided in 30-45 minutes sessions (depending on the degree of student need) in groups that do not exceed a **ratio of 1:4**. The *Wilson Reading Test*, a short diagnostic tool that Orton-Gillingham teachers are already skilled at using, will further identify students' specific areas of phonemic and auditory discrimination needs. Five **(5) Orton-Gillingham teachers** working with 8 students each (1:4 for two sessions) = 40 students served.
- (b) **When specific student needs cannot be fully determined**, the Diagnostician will administer the 9th Edition of the *Analytical Reading Inventory* (ARI), developed by Dr. Mary Lynn Woods. This comprehensive ARI is given in a 1:1 setting and takes 30-45 minutes to assess all reading skills. The assessment results determine the intervention that will be provided through ARI curricular materials targeting fluency, phonics, word identification, vocabulary, and comprehension skills. Delivery of **instruction** will likely be in **small-group or 1:1 instruction**, as deemed most appropriate by the Diagnostician and the Literacy Academy Coordinator.

The **diagnostician**, the after-school coordinator and **two reading teachers** will be trained by **External Consultant Mary Lynn Woods** (developer of the ARI comprehensive reading diagnostic instrument) to administer the ARI, interpret results, adapt instruction, and collect on-going data (running records) to maintain student accountability reports. She will provide **two full-days of training for instructors** and **two half-days of training** that includes **modeling practices** with students **during the after-school Literacy Academy sessions**.

Teachers will learn how to conduct “Student Reflective Analysis”—where students listen to ARI audio recordings of readers and learn to diagnosis reader’s strengths/needs, then learn and recommend instructional strategies for support. (Dr. Woods has found that **when students are involved in analyzing other students’ ARI reading passages** {both gifted and troubled readers}, **they gain new insight into their own issues.**)

- (c) As needed, both the Diagnostician and the Coordinator are able to provide instruction to students.

In all instances, **individual goals will be established for students** participating in the Literacy Academy. Goal attainment **results will be tracked**, as will the **rates of students who make anticipated growth** (minimum of two years growth across a one-year period) to measure the success of the Literacy Academy intervention.

Individual teacher success will also be **monitored** (using December and April SRI results, disaggregated by teacher). Any teacher determined to be less than highly-effective in providing after-school instruction will be immediately replaced.

(2) After-school Academic Support 2 Hours Monday-Thursday 27 Weeks

Based on students’ performance on formative assessments (monthly *Scrimmages* and quarterly *Acuity Benchmarks*) and classroom performance, students will be required to attend the after-school program for tutoring in core academic content support for English/language arts, Mathematics, Algebra and Biology.

For students at Howe Community High School, this support will be in addition to the targeted assistance that 7th and 8th grade students receive daily during the *8-Step Process “Success” period*. A key element of the *8-Step Process* is the continuous use of data to determine which students have mastered content covered over a 3-week period, and which students need additional support.

During monthly “Learning Log” meetings, teacher teams will review the results of formative assessments (*Scrimmages & Benchmarks*) to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) re-group students for additional support—remedial or enrichment during scheduled 30-minute “Success” periods.

At Howe, 30-minute “Success” periods will be scheduled daily for 7th and 8th grade students. Based on determinations made by the principal and teachers during the *Learning Log* meeting, all 7th & 8th grade students (school-wide) will be re-grouped during this period. Students requiring Remedial assistance will be assigned to content-area teachers and specialists (generally, not their regular English or Math instructor). Those who have mastered the tested standards will be assigned to Enrichment classes taught by non-content teachers. (Instructional ideas and materials, aligned to English/language arts or Mathematics curriculum will be provided to non-content teachers.)

For all students, the *Success* period will be viewed as a fun and engaging activity (often involving competitive games)—not a punitive or skill & drill event. The intent is to find another way to help students learn missed concepts or to enrich learning that has been demonstrated.

For students in Grades 9-12, regrouping students school-wide presents unique challenges, not present in the Master Schedule and course requirements of middle school students. We continue to struggle with how to fully-embed the *8-Step Process* 30-minute “Success” period into the regular school day for our high school students. That given, we propose the following:

- Students in **Grades 9-12** identified as needing remediation, based on monthly *Scrimmage* and *Benchmark* assessments, will be **required to attend the after-school Academic Support** program to obtain the additional support they need.
- Across the 3-year SIG grant cycle, we will **work with** our counterparts at **Warren Central High School** to **examine solutions** to this issue so that by the end of the SIG grant funding cycle Howe can implement a workable strategy for embedding “Success” into the high school day. It is our understanding that Warren has also struggled with this component of the *8-Step Process* (at the high school level) but may be close to piloting a strategy for addressing this challenge. We are anxious to learn from them and to benefit from their experiences.

So, at a minimum, students in Grades 9-12 who need remediation (based on formative assessment results) will be required to attend the Academic Support, after-school program. Likewise, students in Grades 7 and 8 who continue to struggle (even with the support of daily, 30-minute “Success” periods), will be required to attend the after-school Academic Support program (based on teacher referrals).

It is important to note that any student may attend the after-school programs, but struggling students' attendance will be required.

Beginning after the first *Scrimmage* results are available, the **after-school Academic Support** program will operate from **2:30-4:30 p.m., Monday through Thursday** for **27 weeks**.

- SIG monies have been budgeted to support **14 teachers** for Academic Support: 4 E/LA; 4 Math/Algebra; 3 Biology; 2 Special Education; and 1 English Language Learner teacher

- Students will convene in a central location to sign-in for after-school programs and then be escorted by their assigned instructor to a classroom for tutoring
- Instructional sessions will generally last for one hour, depending on student need, allowing students to participate in both the Literacy Academy and the Academic Support opportunities (for English/language arts and/or Mathematics/Algebra and/or Biology—depending on individual student need)

For both of the after-school initiatives (Literacy Academy and Academic Support):

- **Snacks** will be provided and **attendance/effort incentives** for students will be given (SIG grant)
- Transportation home following the after-school program will be provided (through district funds)
- A SIG-funded, after-school **Data Clerk** will **track participation** records for reporting purposes. **Student** and **teacher** attendance will be logged, as will be the specific support received by each student, e.g., Literacy Academy and Academic Support for math.
- To ensure the safety of both students and of staff, SIG monies will support the **extended-time services** of an **IPS Police Officer** during the after-school programs.

Intersessions: 15 Additional Days Added to the School Year

Under the existing, traditional IPS calendar, the 180-day school year operates with a summer break that lasts 10 weeks. Beginning in school year 2011-12, a new **balanced calendar** will go into effect for Indianapolis Public Schools. School will begin on August 8 and include two scheduled breaks (called Intersessions) in the fall and spring, followed by a summer break

that has been reduced to eight weeks. (*Note that Intersessions do not overlap traditional Thanksgiving, Winter/Christmas or Spring/Easter breaks.*)

While Intersessions are envisioned as breaks within the school year, IPS will use this time to extend learning for students who need additional remediation. The primary funding source for this district-wide intervention during Intersessions will be federal Title I funds. To understand how proposed **SIG-funded initiatives will supplement and enrich** that local effort, it is important to first demonstrate what will be provided for *all* district schools during these Intersession periods.

Beginning with the 2011-12 school year and continuing throughout the SIG three-year funding period, the district anticipates funding and operating Intersession instruction to students identified as eligible for remediation via its defined student selection process.

Next year, for example, Intersessions are scheduled for:

Intersession 1: October 10 – 21, 2011 (two weeks for extended remediation)

Intersession 2: March 26 – March 30, 2012 (one-week for extended remediation)

Full-day Intersession coursework will be offered district-wide for all elementary schools (at consolidated sites) and at each secondary school (middle schools and high schools). Each will have its own district-funded Intersession *principal* and *all other 12-month contracted staff*. *Other district-funded* personnel will include:

- **English/language arts and Mathematics teachers** (the number of teachers provided will be based on the numbers of students eligible—using the district's student selection criteria (below) with a teacher-student ratio of 1:25)

District Student Selection Criteria Grades 7-8

- Students with a **failing grade** in English or Math course at 6-weeks into the grading period. Interim (4 1/2 weeks) grades will be used to generate a list of students failing at that time. Teachers will then review the list to determine students needing to be added or removed at the 6-week point.
- Students enrolled in an **ESL class (LAS Levels 1 and 2)**
- Students enrolled in a **tiered reading class** (Levels 3 and 4)
- **Special Education** students who will be **taking ISTEP or IMAST** will be considered for remediation based on the above criteria.
- Students who are **new** (moved in during school year) may be selected by teachers for participation.

District Student Selection Criteria Grades 9-12

- Students with a **failing grade** in English or Math course at 6-weeks into the grading period. Interim (4 1/2 weeks) grades will be used to generate a list of students failing at that point. Teachers will then review the list to determine students needing to be added or removed at the 6-week point.
 - Students enrolled in an **ESL class (LAS Levels 1 and 2)**
 - **Special Education** students who will be **taking an End of Course Assessment** will be considered for remediation based on the above criteria.
 - Students who are **new** (moved in during school year) may be selected by teachers for participation.
- 2 Reading Specialists
 - 1 Special Education Teacher
 - 1 Computer Specialist
 - 1 Parent Liaison (all Title I schools have a Title I-funded parent liaison)
 - 1 Social Worker

Among the district's 12 secondary schools, district-funded services will be shared in the provision of:

- 2 Occupational Therapists
- 2 Physical Therapists
- 2 Speech Pathologists
- 2 Nurses

Transportation to and from Intersessions, **meals** (breakfast and lunch) and school **security** will be provided through district funds.

The district will recruit, screen and place selected teachers for delivery of **Intersession curriculum** developed by the IPS Content Directors and their staffs. **Training** for school Intersession staff will occur in two sessions: (1) a four-hour session during the week of August 25-29; and (b) another four-hour session in October—shortly before the first Intersession.

Every school—including turnaround schools—will receive all of the staffing and training support previously described. However, once the turnaround school is selected by the Indiana Department of Education for SIG funding, **greater authority** will be given to **turnaround principals** in the operation of their Intersession programs:

- Turnaround principals will **select their own Intersession staff**, not receive those assigned by the district. This includes the selection of highly-effective teachers from within the school, or across the district or outside of the district;
- Turnaround staff has the **option to design and provide curriculum specifically aligned** to their own students' needs if they opt not to use the Intersession curriculum provided by the district;
- Turnaround schools **may add content areas**—if desired—beyond the English/language arts and mathematics content areas required by the district; and

- In addition to remediation of academic content, turnaround schools may also **opt to also include** engaging **enrichment activities** for students.

At Howe Community High School, proposed **SIG grant funding** would be **used during Intersessions** in the following ways:

- *In addition* to the number of E/LA and math teachers allocated through district funds, SIG grant funds would be used to **add 2 E/LA, 2 Math/Algebra, 3 Biology, 1 ELL, and 2 Special Education teachers**. This will reduce teacher-student ratios and facilitate greater differentiated instruction to better meet individual learning needs.
- **Enrichment teachers** will be added to offer **highly-engaging and classes intended to motivate student attendance** during Intersessions. At Howe, students will be able to select from an exciting variety of classes from options submitted through teacher RFP applications. The first example plays out a more complete course description. Other examples of classes (without the descriptions) are provided:
 - CSI: Step Under the Tape (Crime Scene Investigation) Course. Through instruction and guest speakers (doctor, police, forensic anthropology & chemistry experts) students will learn about evidence collection; eye witness testimony; finger prints & impressions; document analysis; blood splatter; hair & fiber analysis; and glass analysis. Field trips to the Indiana Medical History Museum and IUPUI Forensic Science Department are envisioned. The final project will be to use lessons learned to solve a “real” murder case.
 - Activities in Howe’s Community Fitness Center, e.g., the Rock-climbing wall (with PE for Life teachers/coaches certified to provide this instruction)
 - Wii Dance Revelation
 - CISCO Team (technology) classes
 - Flash-mob (dance and music) productions for performance at designated events

- Shadow program for Future Doctors of America
- College field trips for eligible students (those not required to attend academic coursework)

The number of enrichment classes needed will be dependent upon the school's Intersession schedule, i.e., whether enrichment classes occur across the school day (8 full-time teachers would be needed) or only for the last part of the day (23 part-time teachers needed).

Support will be solicited from **parents** and **Community Partners** in the development and implementation of these Intersession opportunities.

- Depending on the numbers of teachers actually allocated through district funds, the turnaround school may be able to add elements to the district's student selection criteria and, thereby, increase the numbers of students required to attend Intersession. For example, the turnaround school may require any student who has not passed an ISTEP+ exam or End of Course assessment to attend.

As previously mentioned, a part-time **Data Clerk** will assist with tracking student and teacher participation in all extended-time learning opportunities for students, i.e., both during the After-School programs, as well as during Intersession.

Key data findings demonstrate the high levels of need within our turnaround school. Greater need dictates that greater time and heightened intensity of support are required to dramatically move student achievement. We are very excited by the possibilities enabled by the district's new balanced calendar and the additional instructional time available during Intersessions. While it is not a silver bullet for overall learning improvement, it is clearly an important piece of the puzzle.

| |
|---|
| 9. Provide social-emotional and community-oriented services/supports. |
|---|

As a newly-reconstituted school, the turnaround principal enters school year 2011-12 with strong, **established levels of parental involvement** and **community partnerships**. A preliminary review of those services reveals several strengths, as well as areas of need—aligned to key needs assessment findings—that will be addressed through SIG funding.

Because of the strength of these aligned (existing and funded) initiatives, **SIG funding is not requested to support personnel in the roles of Howe's Parent Liaison or Community Partner Coordinator.**

Aligned District Resources and Partnerships

Title I Parent Liaison & Family Engagement (Rebekah Mazanowski)

- Organizes and facilitates **Parent Workshops**, held **twice per month**. Workshops are offered at least once in the morning and once in the evening to accommodate different parent schedules, and an academic component is included (e.g., empowering parents' understanding of ISTEP, Reading, Math, and Core 40). Workshops are advertised in the bi-monthly newsletter, the weekly email newsletter, flyers, Connect-Ed, phone calls and the TC Howe website.
- **Family Reading Night** is a popular event that takes place **once a month**. Families are invited to spend the evening playing games and winning books or reading- themed prizes.
- **Current teen issues** are discussed during workshops with partners, e.g., guest speakers from **Fairbanks** (talking about addictions).
- **Home visits** (a minimum of **10**) are conducted by the Parent Liaison on a **monthly** basis. Selected families are visited based on input by teachers, coaches, counselors and administrators. Home visits generally are short (**15-20 minutes**) and help the school promote IPS Online features, the **21st Century Scholars** program and community resources that are

available to support students and their families. Parents are given school supplies, book bags and flyers for upcoming events.

- **Annual Meetings** are convened for parents in September, incorporated into an Open House for students and parents of Howe. The primary purpose is to outline the *Parent Involvement Policy*, the *School Parent Compact*, and offer information about IPS online, school policies and Title I services.

The **spring meeting** focuses on the revision of the *Parent Involvement Policy* and *Parent Compact* for the upcoming school year. Parents are invited to attend one of several meetings to discuss and modify those documents.

- The Title I Parent Liaison has **secured \$1,500 in grants from the Indiana Partnership Center** (College & Career, Angela Short, director) to increase parent involvement. The Howe Parent Liaison was also a **candidate for a \$5,000 award** from the Partnership Center where 12 schools applied and four were awarded grants in May 2011 to advance parental involvement efforts. Howe was just named a recipient of that training award.
- **SIG grant funds for \$3,000** are requested to help support **Monthly Family Night Dinners** (chili, spaghetti) whereby students and their families will hear updates about ongoing SIG reform efforts, provide input, celebrate student successes and enjoy dinner together with families and Howe staff.

Community Partner Coordinator (Mike Elliott, head basketball coach at Howe)

Through **funding from another partnership grant**, Mr. Elliott will be able to continue his exemplary support efforts to establish and expand community partnerships.

Partnership examples include:

- Sustain the newly-created **Community Advisory Council**, *Principal's Advisory Committee* and the *Student Assistance Program*. The overarching goal of the Community Advisory Council is to facilitate effective and equitable communication within the school framework. Both the *Student Advisory Council* and the *Principal's Advisory Council* are important pieces in **making sure student voice is heard and concerns are addressed**.

Continue **mentor** relationship with **Jim Grimm**, the seasoned and highly-successful Community Liaison at George Washington Community High School.

- Work with **staff, students, families, community members, service providers** and others **collaborating in student and family support efforts**. Such coordination is a crucial piece to securing the necessary conditions for learning and to align the efforts to goals established within the SIG proposal.
- Sustain and expand the **partnership with ABC Construction** (Claude Street) to provide Howe students entry into an **Apprentice program** through **Vincennes University** (offering a **new dual credit class**). ABC Construction will partner with Howe Building Trades students 3-times per week (9 curriculum hours) beginning in the 2011-12 school year. By 2012-13, students participating in this partnership will build a house.
- **Ball State** (Dr. Ron Kovak) partnership for the **CISCO Program**, providing dual credit in **wireless networking**. Students in this program anticipate doing the wiring work for the house built in partnership with ABC Construction.
- The **Indianapolis Metropolitan Police Department** (IMPD) will sustain an office at Howe (staffed by Officer Harris) to **mentor at-risk middle school young men** through its **OK Program**. The new turnaround principal will expand this initiative to include the identification of students in Grades 7-12 for participation in IMPD's Saturday "Kick It" program, operating from August to April.

Officer Harris will conduct home visits to explain the program to parents of targeted students (those with risk factors). The *Kick It* program promotes trusting relationships with IMPD officers to help students develop respect and leadership skills, maintain a high GPA, and stay out of trouble with the law. Participating officers make themselves available as advocates and mentors 24/7 to participating youth.

- **Community Health Network** (Dan Hogdkins) operates a clinic within Howe Community High School. The Community Health Network Clinic serves all students and their families, as well as those families that live in the surrounding area. Staff members are also welcomed. The clinic serves medical and simple mental health issues (depression, ADHD). It is staffed by a certified nurse practitioner. Services are free to students and children. Services that require a fee are student physicals and office visits for non-insured adults (\$15). There is a \$10 lab work fee as well. Medicaid for students is welcomed.

In addition to the nurse practitioner, Community Health staff also includes: Beth Pretti, who supervises the everyday duties of the clinic and organizes programs that highlight clinic services; and Paulita Alvarez helps bridge the language gap for Spanish speaking families.

- The **Sheppard Community Center** (Colby Grin Dean) provides community support services to students and families in the surrounding community. Several after-school services (tutoring, quiet study areas), community outreach services (food pantries, summer programs, and Thanksgiving Day dinners) and healthy awareness programs (health screenings, healthy food choices) are offered. Sheppard serves the entire TC Howe community from elementary students to our more seasoned community citizens.
- Expand collaborative work with the **Black College Council** (Bob Henderson) to inform students about scholarship opportunities available to African-American students attending Howe. Mr. Henderson meets with juniors and

seniors and does all of the leg work to arrange tours to historical Black colleges during Spring Break (or 2-week Intersessions for Enrichment students).

While student interest exists, costs impede participation. The **Community Partner Coordinator will pursue business partners** who are willing to **sponsor students** and their **related travel costs** (transportation, lodging, meals) for these college visits.

- The turnaround principal intends to greatly expand initial conversations with **Key Bank** (Denise Samuels) in building a financial relationship with Howe and its students. The ultimate goal will be to **establish a branch within Howe Community High School**, for use by students and staff. Business and Finance students would be provided **internships** at the branch; the Key Bank branch manager would conduct classroom **guest lectures**.
- A **Fitness Center** is housed at Howe Community High School and enjoyed by students, staff and families alike—for only \$20 per year (partnership grant from IUPUI). Similar to a Cardinal Fitness Center, participants have access to weight machines, aerobic room (with flat screens), free weights, gaming systems (Wii Fit) and a rock climbing wall. IUPUI intern students run the program.

The Fitness Center hours are from 4-7pm, Monday through Thursday.

As previously described, we also plan to take advantage of this terrific resource during **Intersession “enrichment”** activities.

- Through a partnership with **IUPUI, STEM tutors** (science, technology, engineering, and math) are available throughout the school day in Howe’s Learning Center to help students who need academic support. Teachers refer students to this program for support during their study periods.

- The **Health Fair** is an annual event held in April through a **collaborative partnership** between Howe and IUPUI. The event is free and open to the community the Health Fair includes games, healthy food promotions, health screenings and a chance to win prizes.

Aligned Social Supports, Proposed through SIG Grant Funding (Summarized below and described in detail in **Section B, Question 2**)

Immediately upon approval of the SIG grant application, the **turnaround principal will hire**:

- **Grade 9 Graduation Coach** to work with targeted **high-risk freshmen** to address non-academic barriers that often result in **students dropping out** of school.
The turnaround principal will hire the individual who successfully led this initiative when it was funded through the Indianapolis Chamber of Commerce “Common Goal” initiative (funding no longer available).
- **School Culture Officer** will be a **uniformed IPS Police Officer** who will work collaboratively with Howe’s social worker. Routine **neighborhood sweeps** and **home visits** will help us dramatically **reduce Howe’s 33 percent truancy rate**.
- **Behavioral Management Specialist**, Greg Abati will provide **10 days of expertise and technical assistance** to Howe staff and its full-time **Behavioral Specialist** (supported through **IDEA funds**).

➤ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

TERESA EZELL

Next to teacher effectiveness, research shows that **effective school leaders most significantly influence student learning and other aspects of school performance**. Leaders' **competencies** (how they think, act or speak) **demonstrate their potential** for impacting change. Those leadership competencies have been a deciding factor for the selection of this turnaround principal.

While an **ideal scenario** is to select a *proven* turnaround principal, factors complicate this strategy. Since the turnaround approach has not been widespread in education, and because demand for such leaders is so high, finding individuals with *demonstrated effectiveness* in school *turnaround* (and the willingness to commit to a school that is facing State takeover) presents its own set of challenges.

Recognizing this, a number of **aspiring and practicing leaders** (e.g., assistant principals; academic deans) across the district have been routinely “**monitored**” over the past year. The **Associate Superintendent** (the direct-report for SIG turnaround principals) has been vigilant in her assessment, observations and discussions with those under consideration for turnaround leadership.

Ultimately, the identification of this turnaround leader was based upon **observed evidence of effectiveness** and the individual's *potential for turnaround* success. We sought a leader with the **demonstrated competencies** that can **predict performance**.

Competencies Sought

- Demonstrates the ability to set **clear expectations** and **challenging goals** for self and to hold others accountable for performance
- Able to **prioritize activities** to achieve the highest benefit--relative to priority needs. Plans ahead to avoid potential problems.
- **Eager to assume personal responsibility** of a school to turnaround performance
- Demonstrates a **sense of urgency** and the **ability to influence** others
- Understands the importance of **keeping staff informed** and is able to **promote the morale and performance** of the team. **Values shared leadership** and decision-making and is **willing to empower others** with lead roles in reform efforts.
- Demonstrates the ability to **break down a complex issue** in a logical way and has the ability to **see patterns** and **other factors** that may be contributing to the issue at hand
- Exhibits a **personal belief in their ability** to turnaround school performance
- Committed to **honest Performance Evaluation** of staff. Willing to confront performance issues, give appropriate support and replace low performers.
- Able and willing to **forge new relationships and partnerships** to the benefit of the school and to reallocate resources in ways that better meet student needs

Evidence of Competencies

- Teresa Ezell maintains high expectations for herself and for others. She is utterly reliable and does not require extra supervision, always doing more than is expected (or required) to accomplish challenging tasks.
- The table below compares performance at Tech High School the year before Teresa became the Academic Dean (2008-09) to performance after her first year of leadership and oversight (2009-10)

| | 2009-09 | 2009-10 |
|---|---------|---------|
| Student Attendance | 88.0% | 92.5% |
| Algebra I End of Course Assessment (passing) | 12% | 32% |
| College Credits Earned | 6 | 172 |

- As the Academic Dean over the Early College Magnet at Arsenal Technical High School, Teresa brings successful administrative experience and expertise. Performance on gateway Algebra I ECA has nearly quadrupled.

She has moved the College Readiness of Tech students from 6 dual credits earned to 172 earned in 2010.

Results for 2011 will more than double that level of performance (as we anticipate at least 400 earned dual credits in 2011).

- As the newly-appointed turnaround principal she has reviewed data, performance evaluations and conducted interviews with existing staff. Concerned with findings, she has already replaced Howe's College Readiness leadership

instructors and Howe's **Lead Counselor** (responsible for career guidance and student placement into coursework). College Readiness is priority one for Teresa.

- Through her experiences at Arsenal Tech, Teresa **established relationships** with Vincennes University and Ivy Technical Community College for implementing College Readiness coursework at the high school level.

Recognizing the merits of this strategy, Teresa already has used her connections to establish a **College Readiness Center at Howe** through an **Ivy Tech Partnership**.

Her established relationship with **Vincennes** will enhance efforts to **expand Howe's dual credit Building and Trades programs**, with the target goal of students constructing (and wiring) their first house in 2012-13.

- Teresa is a **nationally-recognized speaker** in the area of **Project Based Learning**. As Arlington's Academic Dean, she engaged the Buck Institute to conduct PBL training. Through projects, students saw connections between the concepts taught and real life. Teresa strove for **innovative, engaging approaches** that required **higher-order thinking**. Implementation of PBL strategies reaped results, for *all* students.
- Teresa's performance evaluations, based on the Charlotte Danielson rubrics, have merited ratings of "Distinguished" in the area of **teacher evaluation and supervision**.

As evidenced through **final interviews** conducted by **Dr. Eugene White** and **Dr. Li-Yen Johnson**, the turnaround principal **demonstrates a sense of urgency** in turning around school performance and exhibits the following characteristics:

- The principal is seeking greater challenge and responsibility and fully expects to be held to tougher accountability expectations;
- The principal believes that it is people, not programs that make the difference in school performance. As a SIG Turnaround Principal, the ability to hire the most qualified staff and fire those who are not, provides strong motivation for her aspiration to secure this role;
- The principal has a positive vision for leading a school with persistently low performance and can convince other strong teacher leaders to support that work;
- The principal holds a steadfast belief in honest performance appraisal and wants teachers who are capable and willing to do the extra work required in a turnaround school to be rewarded. Those who cannot (even with additional support) or those who interfere with the work required should be removed. The principal is willing to do this, without regret, in the best interests of student achievement and staff morale.
- The turnaround principal is committed to full participation in the *8-Step Process for Continuous School Improvement*. The principal will convene teacher teams to use Learning Log (data) meetings to continuously analyze formative assessment results and determine instructional strengths and weaknesses, adjust instructional strategies to better meet needs, and re-group students for targeted remediation or enrichment instruction based on students' mastery or non-mastery of taught standards. Achievement data will be highly-visible and used by staff to inform decision-making.

Based on these factors, **Teresa Ezell** was identified as an ideal candidate for school turnaround.

In January 2011, with the approval of the IPS Board of Education, **Superintendent White** publicly announced the appointment of **Teresa Ezell** as the turnaround principal for TC Howe Community High School.

By making this decision early, the newly-designated turnaround principal has been able (from January – May 2011) to **guide decision-making** that will impact the principal's ability to implement needed reforms. Some examples of leadership relevant to the SIG grant proposal include:

- Through the examination of mid-year Teacher Performance Evaluation data, personal school-based classroom observations of existing staff, participation in a rigorous teacher application and selection process, the **turnaround principal reconstituted staff**—selecting only those **individuals who would be a good fit** in working with colleagues to collectively turnaround school performance for SY 2011-12.
- The turnaround principal's **work ethic and reputation** for making things happen is widely known. As a respected leader, the principal has the **commitment** of exceptional instructional leaders (**key influencers**) to play important **leadership roles** within the turnaround school.

Among them, Teresa has **recruited and secured** the commitment of an **exceptional, bilingual College Readiness instructor** to come to Howe and instruct, as well as serve as a key member of her *Instructional Leadership Team*.

- The turnaround principal has been able to review and use key **data findings** to ascertain **priority needs** of the turnaround school and identify interventions, aligned with those needs, for inclusion in the **SIG grant proposal** (e.g., the need for a process to consistently use data to inform instruction and interventions; the need to aggressively address adolescent literacy issues—both during the school day, and after school; the need to overhaul systems to support College Readiness).

- The turnaround principal has engaged in **continuous meetings** with the district's Associate Superintendent and newly-designated Turnaround Director, as well as met with building staff and worked with other district officials (e.g., Director of Literacy) to inform decisions relevant to anticipated SIG-funded initiatives and personnel decisions.
- The turnaround principal has been involved in **all decisions** regarding the development of the **SIG grant proposal initiatives**—aligned to priority key data finding needs of the turnaround school.
- The turnaround principal has **determined** the turnaround school's **2011-12 Master Schedule** to ensure that **time is embedded** in the schedule to enable **routine professional development** among **like-teacher teams** and enable reform work envisioned within this grant proposal, e.g., *8-Step Process* elements: *Learning Log* meetings; and *Success Periods* for regrouping students (school-wide) to provide targeted remediation and enrichment.
- The turnaround principal has **selected** (or will select) ***all SIG-funded personal***—as well as the school's ***Instructional Leadership Team*** members who will play key roles in leading and influencing change within the turnaround school.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: ***8-Step Process Training*** for principal, administrators and Instructional Leadership Team members will be provided on August 2 (Tuesday), August 3 (Wednesday) and August 6 (Saturday) to support their immediate implementation

of process elements at the start of school year 2010-11. With its new Balanced Calendar, IPS teachers report on Thursday, August 4 and students' first day is Monday, August 8.

Timeline: This initial training replaces three of the "Annual Summer Retreat" training days (originally scheduled for June 27 through July 1, 2011) described (and budgeted for) within the SIG grant proposal, through **Lead Partner Pat Davenport**.

Budget: **No costs are requested (via the Pre-Implementation Budget).** As a demonstration of its commitment to the importance of the *8-Step Process* training, district funds are being used to support the consultant fees, materials costs and payment of stipends for teachers' attendance. If SIG grant funding is awarded, the costs for this training will be reimbursed through the grant.

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|---|-----|----|
| 1. <i>All</i> the elements of the selected intervention model are included. | x | |
| 2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. | x | |
| 3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year. | x | |

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - o One English/language arts goal for "all students."
 - o One mathematics goal for "all students."
 - o For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measurable and aggressive, yet attainable.

| HOWE | | | |
|--|--|--|--|
| SY 2009-10 (Baseline Data) Most Recent Data Available | ANNUAL GOALS | | |
| | SY 2011-12 | SY 2012-13 | SY 2013-14 |
| ECA English 10: 28.2% Pass | By spring 2012, the percentage of students passing the End-of-Course Assessment for English 10 will be 50% or higher . (Aligns with IPS School Board's 5-year Action Plan goals) | By spring 2013, the percentage of students passing the End-of-Course Assessment for English 10 will be 55% or higher . (Aligns with IPS School Board's 5-year Action Plan goals) | By spring 2014, the percentage of students passing the End-of-Course Assessment for English 10 will be 60% or higher . (Aligns with IPS School Board's 5-year Action Plan goals) |
| ECA Algebra I: 33.3% Pass | By spring 2012, the percentage of students passing the End-of-Course Assessment for Algebra I will be 50% or higher . (Aligns with IPS School Board's 5-year Action Plan goals) | By spring 2013, the percentage of students passing the End-of-Course Assessment for Algebra I will be 55% or higher . (Aligns with IPS School Board's 5-year Action Plan goals) | By spring 2014, the percentage of students passing the End-of-Course Assessment for Algebra I will be 60% or higher . (Aligns with IPS School Board's 5-year Action Plan goals) |

| | | | |
|---|---|---|---|
| The percentage of 7 th & 8 th grade students passing ISTEP+ in the area of E/LA in 2009-10: 31.3% | By spring 2012, 52 percent of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Aligns with IPS School Board's 5-year Action Plan goals) | By spring 2013, 60 percent of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Aligns with IPS School Board's 5-year Action Plan goals) | By spring 2014, 65 percent of students in Grades 7 & 8 will pass ISTEP+ in the area of E/LA. (Aligns with IPS School Board's 5-year Action Plan goals) |
| The percentage of 7 th & 8 th grade students passing ISTEP+ in the area of Math in 2009-10: 37.4% | By spring 2012, 52 percent of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Aligns with IPS School Board's 5-year Action Plan goals) | By spring 2013, 60 percent of students in Grades 7 & 8 will pass ISTEP+ in the area of Math. (Aligns with IPS School Board's 5-year Action Plan goals) | By spring 2014, 65 percent of students in Grades 7 & 8 will pass ISTEP+ in the area Math. (Aligns with IPS School Board's 5-year Action Plan goals) |
| 2009-10 Graduation Rate: 78% | By spring 2012, 65 percent of students will graduate from high school. (IPS School Board's 5-year Action Plan goal) | By spring 2013, 70 percent of students will graduate from high school. (IPS School Board's 5-year Action Plan goal) | By spring 2014, 75 percent of students will graduate from high school. (IPS School Board's 5-year Action Plan goal) |
| Each specified SIG grant goal measurement is aligned with the IPS School Board's 5-year Action Plan. In every instance, with the exception of Howe's high school graduation rate, the established achievement goal represents significant gain expectations. While the graduation rate goals for Howe align with the district goals, we will strive to build on the rate established in 2010 of 78 percent (up from 58.3 percent in 2009) for continued growth. | | | |
| <i>Calculations will be based on formulas used under PL 221 accountability system.</i> | | | |

Section II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each "tab" for years 2011-2012, 2012-2013, 2013-2014.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total *no less than \$50,000* and *no greater than \$2,000,000* per year.**

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school

Howe's 3-Year SIG Budgets provided in attached document

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (See Attachment D for suggestions)

Alignment of Other Funding Sources to Required TURNAROUND Elements

Required Element: Replace the principal and grant turnaround principal with operational flexibility (staffing, calendars/time, and budgeting) to implement fully a comprehensive approach that improves student achievement outcomes and increases high school graduation rates.

| Aligned Resources | Funding Source/s |
|---|-------------------------|
| Superintendent, Associate Superintendent, Turnaround Director | <i>General Funds</i> |
| Human Resources, Finance Director, School Board | <i>General Funds</i> |

Required Element: Use locally-adopted competencies to measure the effectiveness of staff, screen existing staff and rehire no more than 50 percent, and select new staff

| Aligned Resources | Funding Source/s |
|--|--|
| Public Impact School Turnaround Teachers: <i>Competencies for Success</i> (for The Chicago Public Education Fund) Mid-year Performance Evaluation results (Charlotte Danielson Model); Teacher Application Packets; Evidence of Success | www.publicimpact.com |
| Turnaround Director, Turnaround Principal, District Leadership, Interview Teams, Human Resources | <i>General Funds</i> |

Required Element: Implement strategies such as financial incentive, increased opportunities for promotion, career growth and flexible work conditions that are designed to recruit, place and retain staff

| Aligned Resources | Funding Source/s |
|---|--------------------------------|
| Leadership Identification & Development (LID) -- A two-year professional growth model for individuals interested in turnaround leadership (Prospective candidates must apply, submit recommendations, participate in a panel interview for selection) | <i>General Funds</i> |
| Teacher of the Year and ABC (Above & Beyond the Call of Duty) Awards are presented annually. Outstanding individuals are nominated and those selected are presented their awards by the Superintendent. Winners are publicized within their school and on the IPS web site. | <i>General Funds</i> |
| Identified teachers & leaders are supported in their attendance at National Conferences; Several staff have been identified as presenters for State and national conferences | <i>Title II A</i> |
| Teachers apply for and are awarded implementation grants for their classrooms | <i>Various funding sources</i> |
| Teachers are encouraged to submit proposals for innovative Enrichment activities. The best ideas are selected by turnaround principal for use during Intersessions. | <i>No funding source</i> |

Required Element: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff

| Aligned Resources | Funding Source/s |
|--|---------------------------|
| District Turnaround Office Staff: Reading Interventionist; Special Education & ELL Specialists; Technology Instructional Specialist | <i>Title I</i> |
| Linda Jesse, Reading Apprenticeship Specialist; Plato Specialist; Achieve3000 Specialist; SpringBoard Specialist within the district Literacy Office | <i>Title I</i> |
| School coaches & co-teachers | <i>Title III and IDEA</i> |
| District Content Directors | <i>General Funds</i> |
| District-training Reading Apprenticeship instructors (for using literacy strategies across the curriculum) | <i>Title II A</i> |
| Marilee Updike and staff to support students who are non-English speakers or have very low English fluency levels | <i>Title III</i> |

Required Element: Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leaders, or enter into a contract to obtain added flexibility in exchange for greater accountability

| Aligned Resources | Funding Source/s |
|---|----------------------|
| Created district Turnaround Office: Selected Turnaround Director | <i>General Funds</i> |
| Turnaround Office Specialists: Reading Interventionist; ELL, Special Education & Instructional Technology Specialists | <i>Title I</i> |
| Associate Superintendent: Direct report for SIG turnaround principals | <i>General Funds</i> |
| Human Resources and Director of Finance | <i>General Funds</i> |
| Bridgette Robinson, Accounting Coordinator | <i>Title I</i> |

Required Element: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

| Aligned Resources | Funding Source/s |
|---|---|
| Development of district <i>Instructional Calendar</i> and aligned materials and strategies to support instructional practices provided by district Content Directors | <i>General Funds (Directors) & Facilitators (Title I)</i> |
| Instructional support for students who struggle and coaching support (co-teaching) for teachers | <i>Title I & III and IDEA</i> |
| Turnaround Office Reading Interventionist and Special Education & ELL Specialist support the appropriate scheduling, testing and intervention strategies (e.g., co-teaching) used to meet the needs of special needs students | <i>Title I</i> |
| District Literacy Director and division staff have been trained by WestEd and can provide additional support for implementing Reading Apprenticeship initiatives | <i>General Funds (Director) and Title I (facilitators) & Title II (trainings)</i> |
| <p>WestEd (the developer of the Reading Apprenticeship Model) is a recipient of the highly-competitive, federal i3 Grant Award. IPS is one of several national "partnership districts" in WestEd's 5-year implementation of their i3 training initiatives. In Phase One, a small cohort of IPS schools was selected for participation. It is our hope that as the SIG grant support ends (after 3 years), our turnaround school will become part of a cohort group, as WestEd phases in its support over the next five years.</p> | <i>Federal i3 Grant Award (awarded to WestEd)</i> |
| Required Element: Promote the use of student data to inform and differentiate instruction | |
| Aligned Resources | Funding Source/s |
| STEM College Tutors (students referred by teachers for additional support, particularly for Math, Science & Technology) | <i>IUPUI</i> |
| Kathy Ducote is district data expert for Turnaround Schools (district <i>Scrimmage/Benchmark</i> data comparisons to district results) | <i>Title I</i> |
| Cynthia Roach, district Director of Assessment | <i>General Funds</i> |
| Greg McDermott (school Scrimmage/Benchmark data comparisons to district results) | <i>General Funds</i> |
| District E/LA, Math & Science Content Directors (formative assessment issues, e.g., alignment, rigor & maintenance) | <i>General Funds (Directors) & Facilitators (Title I)</i> |

| | |
|---|--|
| Required Element: Establish schedules and implement strategies that provide increased learning time | |
| Aligned Resources | Funding Source/s |
| 15 days of Intersession remediation for students (E/LA and Math) | <i>Title I</i> |
| After-school volunteer tutors | <i>Volunteer</i> |
| Summer School | <i>State Funds</i> |
| Required Element: Provide appropriate social-emotional and community-oriented services and supports for students | |
| Aligned Resources | Funding Source/s |
| Parent Liaison | <i>Title I</i> |
| School counselors | <i>General Funds</i> |
| Community partnerships, established by building staff & through district collaborative initiatives | <i>University, Private, Corporate, Volunteer</i> |
| School social worker | <i>General Funds</i> |
| Behavioral management | <i>IDEA</i> |

APPENDICES

The following documents are attached (separately) in support of proposal expectations.

Howe's 3-Year SIG Budgets

Letters of Support (evidence for Section C, Questions 10, 11 and 12)

- IPS School Board
- IPS Superintendent, Dr. Eugene White
- IPS Union

Resumes of District Leadership (Turnaround Director) and Specialists (Turnaround Office Staff)

- Yvonne Rambo, IPS Turnaround Director
- Patricia Elff, Special Education Specialist
- Christine Strattman, Instructional Technology Specialist
- Catherine Fuller, English-Language Learner Specialist
- Kathy Ducote, Data Specialist
- Reading Interventionist (to be determined)

Resume of Turnaround Principal (Effective Beginning in School Year 2011-12)

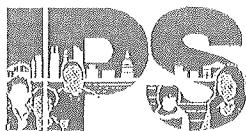
- Teresa Ezell

Resumes of External Partners

- Patricia Davenport (8-Step Process Training & Quarterly Process Checks)
- Linda Miller (Monthly Learning Logs Meetings/Success Implementation; Performance Evaluation Rubrics)

Resumes of External Experts

- Mary Lynn Woods (ARI Diagnostic Training for after-school Literacy Academy)
- Greg Abati (Behavioral Management Specialist)



BOARD OF SCHOOL COMMISSIONERS
OF THE CITY OF INDIANAPOLIS

120 EAST WALNUT STREET • INDIANAPOLIS, INDIANA 46204 • 226-4418

Elizabeth M. Gore
President

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Superintendent

Charlene L. Parks
*Administrative Assistant
And Executive Secretary
to the Board*

June 30, 2011

Dr. Tony Bennett
Superintendent of Public Instruction
Indiana Department of Education
Indiana State House
Indianapolis, Indiana 46204

Dear Dr. Bennett:

On behalf of the Indianapolis Public Schools Board of School Commissioners (the Board), this letter serves as an assurance of the Board's total commitment to continue supporting the important work of the School Improvement Grant Initiative (the Grant), under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will move into Phase II (2011-12) of a multi-year plan to "turnaround" its persistently lowest-achieving schools (identified by the Indiana Department of Education as Tier I and Tier II schools).

The Board recognize that the Grant's turnaround principals are charged with making significant achievement and graduation rate improvements and that acceptance of the Grant's funding brings with it the obligation to do things differently and the additional flexibility (not available in traditional IPS schools) to make it happen.

In the Grant funded Turnaround Model schools, the Board understands that:

- The newly created district Turnaround Office will support the efforts of turnaround schools to substantially improve classroom instruction and dramatically increase student achievement.
- Data will be used to drive decision-making, e.g., to inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Schedules will be established and strategies used to provide increased learning time.
- Appropriate social-emotional and community-oriented services will support teachers and students.
- The principal will be replaced (if they have served more than two years in the existing school) and at least 51 percent of staff will be replaced in the SIG turnaround school (effective for the 2011-12 school year).
- Operational flexibility will be provided to the turnaround principals for hiring, retaining, transferring and replacing staff. Turnaround principals will have the authority to remove ineffective teachers, across the school year, and the district's Turnaround Director and Associate Superintendent will enable responsive action, as needed.

The Indianapolis Public Schools Board of School Commissioners are totally committed to assist the Superintendent, teachers, administrators, and staff members in any way necessary to effectively implement the School Improvement Grant Initiative in our district. The Board members are grateful for this opportunity to continue having such significant support for improving teacher pedagogy and student achievement in each of our schools.

Sincerely,

The Board of School Commissioners
Of the City of Indianapolis

A handwritten signature in black ink, appearing to read "Elizabeth M. Gore".

Elizabeth M. Gore
Board President

Budget: T.C. Howe Community High School

\$ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

Original
 Amendment # _____

| Allocation | Amount |
|------------|--------|
|------------|--------|

Corporation Name:
Indianapolis Public Schools

Corp #: 5385

School Name: T.C. Howe Community High School

School #: 5639

| | | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | Line Totals | |
|----------------------|---|-----------|---------|---------------|------------------|---------------|---------|-------------------------|------------------|----------|----------|---------------------|--|
| Account Number | Expenditure Account | Salary | | Benefits Cert | Benefits NonCert | Prof. Service | Rentals | Other Purchase Services | General Supplies | Property | Transfer | | |
| | | Cert | Noncert | | | | | | | | | | |
| 11000 | Instruction | 1,103,445 | | 97,832 | | | | | 35,000 | 11,000 | | \$1,247.277 | |
| 21000 | Support Services- Student | | | | | | | | | | | \$0.00 | |
| 22100 | Improvement of Instruction (Professional development) | 79,750 | | 9,570 | | 218,000 | | 9000 | 7,200 | | | \$323,520 | |
| 22900 | Other Support Services: Admin for School-Level Activities | 25,000 | 126,000 | | 38,670 | | | | | | | \$189,670 | |
| 25191 | Refund of Revenue | | | | | | | | | | | \$0.00 | |
| 26000 | Operation and Maintenance | | | | | | | | | | | \$0.00 | |
| 27000 | Transportation | | | | | | | | | | | \$0.00 | |
| 33000 | Community Service Operations | | | | | | | | 3,000 | | | \$3,000 | |
| 60100 | Transfers (Interfund) | | | | | | | | | | | \$0.00 | |
| Column Totals | | 1,208,195 | 126,000 | 107,402 | 38,670 | 218,000 | \$0.00 | 9,000 | 45,200 | 11,000 | \$0.00 | | |
| TOTAL COST | | | | | | | | | | | | 1,763,467.00 | |

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

| | | |
|--|--|---------------------|
| Total after deducting Property (710-748) | | 1,752,467.00 |
| Total Available for Indirect Costs | | |
| Amount of Indirect Cost to be used | | 39,781.00 |
| Grand Total After Indirect Cost | | 1,803,248.00 |

| ITEMIZE and EXPLAIN | | | | |
|--|--|--|---------------------------------------|--|
| General Supplies | Property: Equipment/Technology | Prof. Services | Other Purchase Services | Salary Personnel |
| <p>*Themed Novel Units for After School Literacy Academy ...\$10,000</p> <p>*Workshop Supplies & Expenses (including Light Snacks) for Training of WestEd-Reading Apprenticeship ... \$7,200</p> <p>*Workshop Supplies ... \$3,000</p> <p>*Student Incentives ... \$25,000</p> | <p>*Plato Licenses/Computer Lab ... \$11,000</p> | <p>*Pat Davenport, 8-Step Process Consultant (4 day summer training + 4 days annually process checks) ...\$50,000</p> <p>*Linda Miller, Consultant (29 days)\$43,500</p> <p>*Mary Lynn Woods ARI Training...\$3,500</p> <p>*Kier Colon, AP & Dual Credit Consultant ... \$46,000</p> <p>*WestEd Training of Reading Apprenticeship ... \$45,000</p> <p>*WestEd Expert for Monthly Technical Assistance (10 days) ... \$15,000</p> <p>*Greg Abati, Behavioral Management Specialist ... \$15,000</p> | <p>*West-Ed Conference ...\$9,000</p> | <p>*After-School Coordinator ... \$14,520</p> <p>*After-School Literacy Academy Teachers (9 teachers)... \$130,680</p> <p>*Data Clerk (.5 FTE)...\$10,000</p> <p>*Police Security for After School (.5 FTE) ...\$15,000</p> <p>*After-School Academic Support Session Teachers (14 teachers)...\$166,320</p> <p>*Balanced Calendar Intersession (15 days X 10 teachers) ... \$49,500</p> <p>*Enrichment Teachers during Intersession (20- ½ days) ... \$56,925</p> <p>*Six (6) CADRE Teachers (6.0 FTE) ... \$330,000</p> <p>*Summer 8-Step Process Professional Development (5 Days-Teacher Stipends) ... \$22,400</p> <p>*Comprehensive Leadership Team Institute (5 Days-Teacher Stipend) ... \$22,400</p> <p>*Curriculum Development for Student (Success Period & Count Down Calendar) ... \$16,500</p> <p>*Teacher Training (Grade 9 Core Content Teachers X 5 days) of Reading Apprenticeship ...\$18,450</p> <p>*Reading Apprenticeship Coach (.5 FTE) ... \$33,000</p> <p>*Coach-in-Training (1.0 FTE) ... \$68,000</p> <p>*Project Manager (1.0 FTE) ...\$46,000</p> <p>*Graduation Coach (1.0 FTE) ... \$60,000</p> <p>*School Culture Officer (1.0 FTE) ... \$55,000</p> <p>*Supplemental Adm. ...\$25,000</p> <p>*Instructional Leadership Team Incentives ... \$72,000</p> <p>*Performance Evaluation Incentive Awards ... \$122,500</p> |

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

N/A

§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

X Original

Amendment 8

Allocation Amount

Corporation Name:
Indianapolis Public Schools

Corp #: 5385

| ITEMIZE and EXPLAIN | | | | |
|--|--|--|-------------------------|---|
| General Supplies | Property: Equipment/Technology | Prof. Services | Other Purchase Services | Salary Personnel |
| <p>*Themed Novel Units for After School Literacy Academy ...\$10,000</p> <p>*Workshop Supplies & Expenses (including Light Snacks) for Training of WestEd-Reading Apprenticeship ... \$9,150</p> <p>*Workshop Supplies ... \$3,000</p> <p>*Student Incentives ... \$25,000</p> | <p>*Plato Licenses/Computer Lab ... \$11,000</p> | <p>*Pat Davenport, 8-Step Process Consultant (4 day summer training + 4 days annually process checks) ...\$50,000</p> <p>*Linda Miller, Consultant (29 days)\$43,500</p> <p>*Mary Lynn Woods ARI Training...\$3,500</p> <p>*Kier Colon, AP & Dual Credit Consultant ... \$46,000</p> <p>*WestEd Training of Reading Apprenticeship ... \$60,000</p> <p>*WestEd Expert for Monthly Technical Assistance (10 days) ... \$15,000</p> <p>*Greg Abati, Behavioral Management Specialist ... \$15,000</p> | | <p>*After-School Coordinator ... \$14,520</p> <p>*After-School Literacy Academy Teachers (9 teachers)... \$130,680</p> <p>*Data Clerk (.5 FTE)...\$10,000</p> <p>*Police Security for After School (.5 FTE) ...\$15,000</p> <p>*After-School Academic Support Session Teachers (14 teachers)...\$166,320</p> <p>*Balanced Calendar Intersession (15 days X 10 teachers) ... \$49,500</p> <p>*Enrichment Teachers during Intersession (20- ½ days) ... \$56,925</p> <p>*Six (6) CADRE Teachers (6.0 FTE) ... \$330,000</p> <p>*Summer 8-Step Process Professional Development (5 Days-Teacher Stipends) ... \$22,400</p> <p>*Comprehensive Leadership Team Institute (5 Days-Teacher Stipend) ... \$22,400</p> <p>*Curriculum Development for Student (Success Period & Count Down Calendar) ... \$16,500</p> <p>*Teacher Training (Grade 9 Core Content Teachers X 5 days) of Reading Apprenticeship ...\$18,450</p> <p>*Teacher Training (Grade 10 Content Teachers X 5 days) of Reading Apprenticeship ... \$16,500</p> <p>*Grade 9 Reading Apprenticeship Coach (.5 FTE) ... \$33,000</p> <p>*Grade 10 Reading Apprenticeship Coach (.5 FTE) ... \$33,000</p> <p>*Coach-in-Training (1.0 FTE) ... \$68,000</p> <p>*Project Manager (1.0 FTE) ...\$46,000</p> <p>*Graduation Coach (1.0 FTE) ... \$60,000</p> <p>*School Culture Officer (1.0 FTE) ... \$55,000</p> <p>*Supplemental Adm. ...\$25,000</p> <p>*Instructional Leadership Team Incentives ... \$72,000</p> <p>*Performance Evaluation Incentive Awards ... \$122,500</p> |

§ 2013-2014 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

Original

Amendment # _____

| | |
|------------|--------|
| Allocation | Amount |
|------------|--------|

Corporation Name:
Indianapolis Public Schools

Corp #: 5385

| | | School Name: T.C. Howe Community High School | | | | | | School #: 5639 | | | | |
|--|---|--|-----------|---------|---------------|------------------|---------------|----------------|-------------------------|------------------|----------|---|
| Account Number | Expenditure Account | 110 | 120 | 211-290 | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | 910 | Line Totals |
| | | Salary | Cert | Noncert | Benefits Cert | Benefits NonCert | Prof. Service | Rentals | Other Purchase Services | General Supplies | Property | |
| 11000 | Instruction | 1,169,445 | | | 116,972 | | | | 35,000 | 11,000 | | \$1,332,417 |
| 21000 | Support Services- Student | | | | | | | | | | | \$0.00 |
| 22100 | Improvement of Instruction (Professional development) | 94,300 | | | 11,316 | | 233,000 | | 9,150 | | | \$347,766 |
| 22900 | Other Support Services: Admin for School-Level Activities | 25,000 | 126,000 | | 38,670 | | | | | | | \$189,670 |
| 25191 | Refund of Revenue | | | | | | | | | | | \$0.00 |
| 26000 | Operation and Maintenance | | | | | | | | | | | \$0.00 |
| 27000 | Transportation | | | | | | | | | | | \$0.00 |
| 33000 | Community Service Operations | | | | | | | | 3,000 | | | \$3,000 |
| 60100 | Transfers (Interfund) | | | | | | | | | | | \$0.00 |
| | | Column Totals | 1,288,745 | 126,000 | 128,288 | 38,670 | 233,000 | \$0.00 | \$0.00 | 47,150 | 11,000 | \$0.00 |
| TOTAL COST | | | | | | | | | | | | 1,872,853.00 |
| Subtract the amount above 25,000 (per individual contracted service) from your total budget: | | | | | | | | | | | | |
| | | | | | | | | | | | | Total after deducting Property (710-748) 1,861,853.00 |
| | | | | | | | | | | | | Total Available for Indirect Costs |
| | | | | | | | | | | | | Amount of Indirect Cost to be used 42,264.00 |
| | | | | | | | | | | | | Grand Total After Indirect Cost 1,915,117.00 |

| ITEMIZE and EXPLAIN | | | | |
|--|--|--|-------------------------|--|
| General Supplies | Property: Equipment/Technology | Prof. Services | Other Purchase Services | Salary Personnel |
| <p>*Themed Novel Units for After School Literacy Academy ...\$10,000</p> <p>*Workshop Supplies & Expenses (including Light Snacks) for Training of WestEd-Reading Apprenticeship ... \$9,150</p> <p>*Workshop Supplies ... \$3,000</p> <p>*Student Incentives ... \$25,000</p> | <p>*Plato Licenses/Computer Lab ... \$11,000</p> | <p>*Pat Davenport, 8-Step Process Consultant (4 day summer training + 4 days annually process checks) ...\$50,000</p> <p>*Linda Miller, Consultant (29 days)\$43,500</p> <p>*Mary Lynn Woods ARI Training...\$3,500</p> <p>*Kier Colon, AP & Dual Credit Consultant ... \$46,000</p> <p>*WestEd Training of Reading Apprenticeship ... \$60,000</p> <p>*WestEd Expert for Monthly Technical Assistance (10 days) ... \$15,000</p> <p>*Greg Abati, Behavioral Management Specialist ... \$15,000</p> | | <p>*After-School Coordinator ... \$14,520</p> <p>*After-School Literacy Academy Teachers (9 teachers)... \$130,680</p> <p>*Data Clerk (.5 FTE)...\$10,000</p> <p>*Police Security for After School (.5 FTE) ...\$15,000</p> <p>*After-School Academic Support Session Teachers (14 teachers)...\$166,320</p> <p>*Balanced Calendar Intersession (15 days X 10 teachers) ... \$49,500</p> <p>*Enrichment Teachers during Intersession (20-- ½ days) ... \$56,925</p> <p>*Six (6) CADRE Teachers (6.0 FTE) ... \$330,000</p> <p>*Summer 8-Step Process Professional Development (5 Days-Teacher Stipends) ... \$22,400</p> <p>*Comprehensive Leadership Team Institute (5 Days-Teacher Stipend) ... \$22,400</p> <p>*Curriculum Development for Student (Success Period & Count Down Calendar) ... \$16,500</p> <p>*Teacher Training (Grade 10 Content Teachers X 5 days) of Reading Apprenticeship ... \$16,500</p> <p>*Teacher Training (Grade 11/12 Content Teachers) of Reading Apprenticeship ... \$16,500</p> <p>*Grade 9 Reading Apprenticeship Coach (.5 FTE) ... \$33,000</p> <p>*Grade 10 Reading Apprenticeship Coach (.5 FTE) ... \$33,000</p> <p>*Grade 11/12 Reading Apprenticeship Coach (.5 FTE) ... \$33,000</p> <p>*Coach-in-Training (1.0 FTE) ... \$68,000</p> <p>*Project Manager (1.0 FTE) ...\$46,000</p> <p>*Graduation Coach (1.0 FTE) ... \$60,000</p> <p>*School Culture Officer (1.0 FTE) ... \$55,000</p> <p>*Supplemental Adm. ...\$25,000</p> <p>*Instructional Leadership Team Incentives ... \$72,000</p> <p>*Performance Evaluation Incentive Awards ... \$122,500</p> |

Qualifications of Lead Partner



Patricia Davenport

School Improvement Consultant

Pat is a private consultant providing services for school improvement.

Her focus is to support districts in their efforts to achieve systemic change through the Plan-Do-Check-Act instructional process and design training, data disaggregation, and the integration of quality tools and effective schools research.

Prior to becoming an educational consultant, Pat was a key leader of a dramatic change initiative to close the gap in student achievement at Brazosport ISD in Freeport, Texas. Brazosport was able to not only prove that all students can learn, but also win the Texas Quality Award, the first school district in the state to earn that distinction. The school district was the largest *Exemplary* rated Texas district in 1997-1998 and 1998-1999. To be rated “exemplary,” 90 percent or more of all students of all ethnic groups and socioeconomic strata are successful in passing each subject area of the Texas Assessment of Academic Skills.

- Pat Davenport received a Bachelor of Arts degree in Education from Texas State University and a master's degree in Education from University of Houston.
- With 30 years of experience in public schools, Pat has been as a teacher, counselor and administrator at both the elementary and secondary levels and served as a key member of the superintendent's administrative team at the central office level.

- While at Brazosport, she served as the Director of Curriculum and Instruction and directed the implementation of an instructional process, which resulted in no differences in the achievement of all student groups on the state assessment.
- For the past ten years, she has managed her own consulting business, Davenport Consulting, LLC.
- Her multi-year reform efforts in MSD of Warren Township (Indianapolis) moved schools that once had 40 percent passing rates on ISTEP+ to more than 80 percent passing—with individual grade levels in some schools initially having as few as 20 percent passing.
- Over the past two years, she has trained and conducted *8-Steps Process Checks* for 120 Indiana schools through initiatives supported by the Indiana Department of Education's Title I office. Impact data has prompted the IDOE to expand her work into other schools, particularly at the secondary level—where challenges are great and effective intervention strategies have been most limited.
- During the 2010-2011 school year, Pat was selected by the IDOE to serve as a lead partner to train and support the implementation of the *8-Step Process* at Riley and Washington High Schools in South Bend; Calumet High School in Lake Ridge; and Marion High School in Marion, Indiana. While performance results are currently embargoed, performance impact data is very promising.
- Pat is a keynote and featured presenter at conferences and trains individual schools and districts across the nation.
- She is the co-author of *Closing the Achievement Gap: No Excuses* with Gerald Anderson, published by APQC in 2002, and the sequel to that best-selling book, *Are We There Yet?* also published by APQC in 2006, as well as numerous articles published in professional magazines and journals.

Patricia Davenport • 3506 River Road• Austin, TX 78703

Phone: 512-925-8355

Email: pdavenport@equityineducation.com

Contact information for three references:

Dr. Peggy Hinckley, Superintendent

MSD of Warren Township

975 North Post Road

Indianapolis, Indiana

Telephone: 317.869.4347

Dr. Sharon Shirley, Superintendent

Lake Ridge Schools

6111 West Ridge Road

Gary, Indiana

Telephone: 219.838.1819

Mr. James Kapsa, Superintendent

South Bend Community Schools Corporation

215 S. St. Joseph Street

South Bend, Indiana

Telephone: 574.283.8000

374 Shadow Hill Drive
Greenwood, Indiana 46142

(317) 372-5157
KS5408@comcast.net

Kathleen D. Ducote

| | | | |
|-------------------|---|-----------------------------|----------------------|
| Objective | Desire a coaching position in grades K-8 in a school corporation where guiding the young takes precedence. | | |
| Experience | 2004- Present | Indianapolis Public Schools | Indianapolis, IN |
| | Instructional/Data/Curriculum Mapping Coach | | |
| | Modeled lessons to improve classroom instruction in grades K-8. Compiled school data. Researched information for teachers. Provided professional development for staff members on numerous topics. Supported the district's curriculum mapping initiative. | | |
| | Served on several committees such as NCA Documentation Committee, Environmental Advisory Committee, Vanguard Team, Interview Committees, PTO Parent Liaison, InSAI Data Committee, Magnet and GT Committee, Curriculum Mapping Tier III Executive Committee and Eighth Grade Parent Committee. | | |
| | 1995- 2004 | Indianapolis Public Schools | Indianapolis, IN |
| | Teacher | | |
| | Performed duties of a general education teacher in the second, third, and fourth grades. | | |
| | Developed daily lesson plans and collaborated with a team of teachers to enforce the curriculum set forth by the district. | | |
| | Served on numerous committees such as the Partner-In-Education, Technology, Carpe Diem Saturday School, Inclusion Committee, Grade Level Team Leader, Gifted and Talented, Curriculum, Monitoring Student Progress, and North Central Accreditation. Also, I am a certified Mentor Teacher through ITEAM. | | |
| | 1995-1995 | Indianapolis Public Schools | Indianapolis, IN |
| | Chapter 1 Assistant | | |
| | Assisted kindergarten and fourth graders in math and reading remediation. | | |
| | Developed daily lesson plans to supplement the teacher-directed instruction. | | |
| | 1994-1995 | Indianapolis Public Schools | Indianapolis, IN |
| | Substitute Teacher | | |
| | Instructed students in all grade levels when their regular classroom teacher was unavailable. | | |
| | 1989-1995 | Sunsations Sunglass Company | Indianapolis, IN |
| | Administrative Assistant | | |
| | Assisted executive in the daily procedures of second-largest retail sunglass distributor in the United States. | | |
| | Organized activities for 300+ retail stores. | | |
| | Interacted with both consumers and organizational staff. | | |
| Education | 1989-1991 | Manchester College | North Manchester, IN |

| | | | |
|--|--|-----------------------------|------------------|
| | 1991-1994 B.S., Education | Indiana University | Indianapolis, IN |
| | 2006-2007 Masters of Education | Indiana Wesleyan University | Indianapolis, IN |
| Interests | Volunteering, computers, spending time with family and friends, sports. | | |
| Additional Certifications and Course Work | Completed Mentoring Certification Course 2003, Differentiated Instruction Course 2002, Inclusion Course 1996, CLICK Computer Course 2000, Teaching with Historical Places Class 2004, Teaching With Literature 2001, Whole Language 1999, Using Technology in the Classroom 1998 | | |
| References | <p>Debrah Vawter, Principal Eleanor Skillen School #34 1410 wade Street Indianapolis, IN 46203 (317) 226-4234</p> <p>Julie Bakehorn, Principal Brookside School #54 7151 E. 35th Street Indianapolis, IN 46226 (317) 226-4293</p> <p>Judy Zimmerman 4865 Briarwood Court Carmel, IN 46033 (317) 844-9264</p> | | |

Additional References available upon request.

Teresa Anne Ezell
6306 Fairlane Drive West
Indianapolis, Indiana 46259
C: (317) 407-5378

OBJECTIVE: To accept a position in School Administration as a Principal

EDUCATION:
Bachelor of Science in Secondary Education, May 1997
Indiana University: Indianapolis, IN
Major: English Minor: Speech, Communications, and Theatre
Master of Science in School Administration, December 2003
Indiana University: Indianapolis, IN

CERTIFICATION:
Standard Indiana teaching certification:
Secondary Education: English, Communications, Speech, and
Theatre, grades 5-12.
Administration: Initial Practitioner:
Building Level Administrator, All Schools

PROFESSIONAL EXPERIENCE:
Academic Dean, Early College Academy/Magnet
Arsenal Technical High School- Indianapolis, IN
July 2009 – Present

- Monitors and evaluates the performances of twenty-three (23) certified and classified staff
- Participates in the interviewing process for licensed staff
- Maintains the budget of the small school
- Collaborates with university representatives to develop a four-year associates degree for students
- Maintains and administers discipline based on the school-wide policies
- Works with other administration to create and maintain a campus culture conducive to long-term learning
- Monitor the online dual credit curriculum, EPIC
- Collaborates with SBDM to develop a marketing plan to promote the new magnet
- Monitors the InSAI process to develop a school improvement plan
- Conducts town meetings with students and parents on academic issues
- Established partnerships to deliver dual credit courses with Ivy Tech University and Vincennes University
- Established partnership with Black Alumni Association to create yours of Historical Black Colleges/Universities (HBCUs)
- Created and maintained the integrity of the Early College Magnet model

Vice Principal
Arlington Community High School – Indianapolis, IN
June 2008 – June 2009

- Monitors and evaluates the performances of over thirty (30) classified/certified staff
- Participates in the interviewing process for licensed staff
- Coordinates agenda and professional development activities for Advanced Placement (AP) courses
- Works with the other administrators on campus to create a campus culture conducive to long-term learning
- Coordinates the development of the school schedule and participates in the development of the campus master schedule
- Monitors the Department of Education and IPS reports
- Monitors the education of over 450 juniors and seniors
- Coordinates the Kick-Off Mentors
- Monitors the Lumina Grant application

- Monitors Alternative Education
- Coordinates the bookstore operations
- Maintains the budget for the Traditional Program
- Coordinates Spring GQE remediation for juniors and seniors
- Monitors the transportation of students
- Monitors and evaluates in-school alternative computerized program called OPTIONS

Academic Dean, School of Technology
 Arlington High School - Indianapolis, IN
 November 2006-June 2008

- Monitors and evaluates the performances of licensed staff
- Participates in the interviewing process for licensed staff
- Coordinates agenda and professional development activities in Project-Based Learning
- Coordinates the development of the school schedule and participates in the development of the campus master schedule
- Works with SBDM in forming decisions related to the School Improvement Plan and other activities related to the school
- Maintains the budget of the school
- Maintains and administers student discipline based on the campus-wide policies
- Promotes and supports active inquiry, in-depth learning over time (project-based)
- Works with other Academic Deans on campus to create a campus culture conducive to long-term learning

International Baccalaureate Middle Years Programme Coordinator
 Designee
 Northwest High School - Indianapolis, IN
 August 2004-November 2006

- Coordinated the implementation of a school-wide IBMYP magnet
- Coordinated professional development activities
- Conducted observations of student interactions in the classroom
- Maintained magnet budget and paperwork
- Coordinated curriculum development activities
- Attended training in the following areas pertaining to International Baccalaureate:
 - Primary Years Coordination (grades K-6)
 - Middle Years Coordination (grades 7-10)
 - Diploma Years Coordination (grades 11-12)
 - Areas of Interaction
 - Personal Project
 - Technology

**ACTIVITIES/
HONORS:**

- Member IUPUI School of Education Advisory Board, 2005-Present
- Member of the Indiana Association of School Principals, 2003-Present
- National Speaker on Project-Based Learning for SEDL , November 2003
- Member of the Indiana Textbook Advisory Committee, May 2001
- Grant from Rush-Shelby Energy for television station (\$1000.00), August 2001
- Grant from Arts Indiana Magazine (\$1500.00), May 1997
- IUPUI Communications Studies Debate Award, April 1997
- Vice-President: IUPUI Debate Team, 1996-1997
- National Educational Debate Association, 1996-1997

REFERENCES:

Available upon request.



CHRISTINE G. STRATTMAN

TEACHING, PROGRAMS AND GRADE LEVEL EXPERIENCE

- 2010 - present - Instructional Technology Grant Facilitator/Professional Development Trainer, IPS High Schools
- 2002 through 2010 - Rousseau McClellan School 91. MONTESSORI PROGRAM, Grades 4/5/6 multi-age, INCLUSION TEACHER FOR STUDENTS WITH AUTISM, Grades 5/6
- 1998 through 2002- Booth Tarkington School 92. CENTER FOR INQUIRY, Grades 2/3 multi-age, TITLE ONE, Grades 1/2/3
- 1996 through 1998 - Mary E. Nicholson School 70. Grade 4
- 1984 through 1996 - William A. Bell School 60. ACADEMICALLY TALENTED PROGRAM, Grades 1-5

CONFERENCE PRESENTER

- Blackboard World - July, 2011. Empowering an Urban School District with One to One Technology
- EETT Grant Presentations at Victory Field - May, 2011
- IDOE Technology in Science - December, 2010. Webinar Co-Host
- Educator's Network of America Conference - October, 2010. Textbooks to Netbooks
- National Middle School Conference - November, 2009. 21st Century Classroom
- Hoosier Association of Science Teachers, Inc. (HASTI) - February, 2009. Inquiry Approach to Teaching Science
- Indiana Department of Education - January, 2008. Managing One to One Laptops

PROFESSIONAL DEVELOPMENT TRAINER

- EETT Grant - 2010/2011. Integrating Problem-Based Learning and Technology in ICP
- CCC Video on Demand, NetTrekker and AirSlates- 2010/2011. Trained teachers, administrators, curriculum directors, media specialists, computer specialists
- IDOE Indiana Science Initiative - June and July, 2010

-
- Science Lead Teachers - Spring, 2010. Using Concept Maps, Word Walls, and I Wonders in Science Instruction
 - Good Science, Good Reading - Summer training 2009, 2010, 2011
 - Rousseau McClellan School 91 Montessori Parent Teacher Association - February, 2009. Websites for Parents to Help with Homework

GRANT WRITING

- Innovative Technology Grant - 2011
- E-Rate Grant Committee - 2011
- EETT Grant writer and grant facilitator. Integrating Problem-Based Learning and Technology in ICP - 2010 - present
- Indianapolis Marion County Public Library Science Odyssey Grant Steering Committee - 2010 - present
- EETT Grant participant. Problem-Based Learning in Sixth Grade Science - 2002 through 2008
- Math/Science/Technology Academy grant recipient and participant - 1990 through 1993
- EPCO Grant recipient - 1986

CURRICULUM WRITING

- Indianapolis Public Schools Social Studies Department - 1985 through 1989
- Purdue University Veterinarian Department - 2009 - present
- Indianapolis Public Schools High School Design Team - 2010 - present

Catherine D. Fuller

4511 Stone Mill Dr., Indianapolis, IN 46237

Phone: 317-523-4713

Email: cdfuller4511@gmail.com

Experience 2009 to Present

IUPUI

Indianapolis, IN

Adjunct Professor

- Instruct and assess graduate students in three 12 week courses that are required for licensing in ENL. Courses are *Foundations of Bilingual Education*, *Second Language Acquisition*, and *Assessment Literacy for Cultural and Linguistic Diversity*.

2004-Present

Indianapolis Public Schools

Indianapolis, IN

English as a New Language Teacher

- Teach seven classes per day of English as a New Language to 6th, 7th, and 8th grader students, focusing on reading, writing, listening, and speaking skills.
- Design a course titled "Vocabulary Immersion" for level 3 & 4 ESL students, focusing on science and social studies content and reading.
- Prepare students for and administered ISTEP+, LAS-Links and other standardized tests.
- Coordinated the implementation of an inclusion ESL program that used co-teaching between core-class and ESL teachers to transition high intermediate and advanced level ESL students out of the ESL program and focus more intensely on teaching English through the content area.
- Created an intensive English class for students who are newly arrived to the US as well as struggling beginner level students.
- Supervised two student teachers.

Middle School ESL Instructional Coach

- Disseminate best practices for teaching English Language Learners (ELLs) in the mainstream classroom through demonstration lessons, structured teacher planning time, and monthly newsletters.
- Supported teachers at 4 middle schools in improving their instructional methods for ELLs through observation and debriefing daily lessons.
- Conducted professional development workshops with school staff on research-based topics to enhance instruction for ELLs and utilize resources in the district.
- Consulted with other instructional coaches to provide research-based information on teaching content and language to ELLs in all subject areas.
- Translated for students and parents who speak only Spanish.

2000-2004

City School District of New Rochelle

New Rochelle, NY

7th Grade Science Teacher

- Taught five classes per day of Integrated Science to native English speakers and English Language Learners (ELLs).
- Tutored in after school program for science and math enrichment for native English speaking and ELL students in 7th and 8th grade.
- Mentored the Science Olympiad Team to prepare for competition.
- Coordinated an 8-student team for the Annual Westchester County Student Land-Use Symposium.
- Choreographed and stage managed the annual spring musical.

1998-2000 World Wildlife Fund Washington, DC
Program Assistant, Education

- Assisted in the production of publications and reports to funders through reviewing content, pilot testing materials in local schools, editing and formatting documents, obtaining price quotes from designers and printers, and maintaining detailed records of all projects and activities.
 - Provided program support to 6 staff members; created, tracked, and amended over 75 consulting and grant agreements per year; filled information requests from teachers and the general public; created and implemented organizational strategies; and performed other administrative duties.

1995-1997 Peace Corps Chile, South America
Environmental Educator

- Facilitated and designed workshops informal and non-formal environmental education; created and implemented activities on environmental interpretation and the Chilean environmental law.
 - Coordinated 11 Peace Corps volunteers and 13 Chilean professional teachers in the writing, editing, and implementing of a national environmental education curriculum guide for grades 1-8.
 - Authored the background information and developed 15 activities for this guide's chapter on atmospheric contamination and edited the first and second editions of this curriculum guide, published by Casa de la Paz, Santiago, Chile.

Education 2003 College of New Rochelle New Rochelle, NY

2007-Present Professional Development

- Five Standards Seminar, IPS/IUPUI, Summer 2009
 - Curriculum Mapping Training, IPS, 3 sessions, 2008-2009 school year
 - *VoyagerU Reading for Understanding*, IPS/IUPUI, 2007-2008
 - Instructional Coaching Training, IPS, 2007
 - TESA training, IPS, 2006-2007

Presentations:

- “Literacy, Language and Learning in the Mainstream Classroom—An Inclusion Model,” Co-Presenter, INTESOL Conference 2007
 - “ESL Students in the Mainstream Classroom,” multiple presentations in IPS during the 2007-2008 school year
 - “Ramping Up the Rigor” parts I & II, Co-Presenter, ESL teachers 2009
 - “Teaching English Language Learners in the Mainstream Classroom,” Indianapolis Teaching Fellows workshop, summer 2009 & 2010

Teaching Licenses

- IN State Certification in ESL, K-12
 - NY State Permanent Certification in ESL, K-12
 - NY State Permanent Certification in General Science and Chemistry, 7th-12th grade

Skills/Memberships

- Bilingual in English and Spanish
 - Member of the Indiana Association of Teachers of English to Speakers of Other Languages (INTESOL)

Patricia Elff

Educational Background/Professional Development

I. Education

- A. Undergraduate: Indiana University Fall 1971-75
Degree earned: B.S. in Elementary Education with endorsements in Learning Disabilities, Mildly Mentally Handicapped, and Emotional Handicaps
- B. Masters: Indiana University -Bloomington started; completed at I.U.P.U.I.
Indianapolis December 1979

II. Teaching Employment History

- A. Jr. High MiMH Program; Bedford Jr. High, Bedford, IN Fall 1975-76
- B. Intermediate L.D. class; I.P.S. #79 Fall 1976-88, then involuntary transfer to I.P.S. 61 Fall 1988-93; remained at #61 Farrington Middle School during the change to middle school concept - 7th grade/8th grade inclusion program co-teaching with L.A. and Soc. St. Fall 1993-97.
- C. Gambold Middle School; I.P.S. #108 8th grade inclusion co-teaching with L.A., Soc. St., and Reading 1997-2001
- D. Farrington M.S. I.P.S. #561 Grade self-contained LD/MiMH/EH/AU 2001
7th Grade Inclusion L.A. & Tier IV Reading 2002-2006
- E. Gambold M.S. I.P.S. #108 8th Grade Inclusion L.A., READ 180 & Tier IV Reading 2006-2008
- F. T.C. Howe High School SPED Instructional Coach 2008-2011
- G. Special Education Specialist ~ IPS Turnaround Team 2011

III. Professional Organizations

- A. Delta Kappa Gamma Society International (Beta Gamma Chapter) Honor Society for Outstanding Women Educators; invited to join and was initiated December 1986; Offices held:
 1. Recording Secretary (2 yrs.) responsible for all minutes at the meeting and attending all officer planning meetings
 2. Social Committee Chairperson (2 yrs.) responsible for social activities at meetings (decorations, themes, fun ...)
 3. Professional Growth and Development Chairperson (4 yrs.) responsible for organizing and implementing Juvenile Center Activity Night and any other such activities.
- B. NEA - National Education Association
IEA - Indiana Education Association

IV. Workshops Attended

- 1. TESA - Teacher Expectations Student Achievement (10/84 - 2/85)
- 2. 4-Mat Learning
- 3. Assertive Discipline
- 4. Project Charlie Drug Classes
- 5. Gang Awareness with the Metro Gang Task Force

6. Sex Desegregation (1979)
7. Grant Proposal Writing (2/92)
8. Leap Summer Conference (8/90, 8/91)
9. Summer Leadership Conference (8/16/90 - 8/17/90)
10. Site Based Management/Shared Decision Making
11. Cooperative Learning and Whole Language Reading w/LD Students (1/91)
12. Summer School Art Program (to teach summer school 4/86)
13. Summer School Curriculum (6/86)
14. Summer School Special Education Curriculum (5/93)
15. Inclusion Model (10/93)
16. Middle School Training Classes (92, 93)
17. Cincinnati Middle School Conference (94)
18. Middle School Visitation - Chauncey Rose/Terre Haute (93)
19. Farrington Middle School Yearly Planning Retreats (93-96, 02-06)
20. Gambold Middle School Yearly Planning Retreats (97-01, 06-08)
21. Howe Community High School Yearly Planning Retreats (08-11)
22. Co-Teaching (93- numerous others)
23. Conflict Resolution (supported by Pacers) (95)
24. Computer Technology (98/99))
25. NUA (98, 99, 00)
26. Summer Intensive (99)
27. IPS Leadership Academy (00, 01, 02)
28. Vanguard II (03)
29. Larry Bell "Closing the Achievement Gap" Kentucky (3/03)
30. READ 180 (04, 05, 06)
31. ETS /FOS (06)
32. TESA Trainer/ Coordinator (06)
33. Instructional Coaching (08)
34. 6+1 Traits (08)
35. Differentiated Instruction (08)
36. Acuity (08)
37. Springboard (08-11)
38. ISTART7 (08)
39. 6 Step Discipline (08)
40. Curriculum Mapping (08-11)
41. New Evaluation Format/Timeline (08)
42. School Improvement Teaming (09)
43. eSchool (09)
44. Electronic Lesson Plans (09)
45. RTI (09)
46. Test Coordinator for ISTEP+ (10, 11)
47. Online Sessions I,II,III (10)
48. SMART Goals (10)
49. Podcasting (10)
50. Literacy Across the Curriculum (10)
51. Differentiated Instruction (SDE) Conference ~ summer (10)
52. iPod Usage in the classroom (11)

53. Autism Spectrum Disorders (11)
54. 8- Step Process (11)

V. Committees Served

1. 8th Grade Team Leader (93-96)
2. Middle School Transition Team Member
3. School Crisis Team
4. MGIP Task Force Member
5. P.I.E. Coordinator
6. PBA/Leadership Team; correlate Leader
7. Staff Development Team
8. Special Education Summer School Development (93)
9. Numerous times on the Textbook Adoption Committee (All Areas)
10. Task Force for CLASS to develop Interdisciplinary units (5/94)
11. PBA overall chairperson (95)
12. Human Resources Subcommittee to AAP
13. Vanguard II (03)
14. TESA (06,07)
15. Student Behavior Leadership Team (07-08)
16. INSAI (08-11)
17. RTI (08-11)
18. Howe's Leadership Team (08-11)
19. New Teachers to Howe (08-11)
20. Graduation (08-11)
21. Attendance (10-11)
22. Relay for Life (08-11)

VI. Clubs Sponsored

1. Project S.E.T. (Students Exploratory Teaching)
2. Talent Show Sponsor
3. Yearbook (elem. and middle levels)
4. Knightreaders' Club
5. "Mac Tonight" Tutoring Club
6. Student Council (elem.)
7. Junior Achievement Business Basics Program (5/86)
8. FMS – Student news broadcasting
9. Pep Club
10. Girls Basketball Coach (97)
11. WGMS - Student news broadcasting
12. READ 180

VII. Other

1. Mentor for the first year teacher Mentor Program (91 -92, 92-93, 93-94, 03-04, 06-07)
2. Supervising Teacher for Student Teachers: numerous years
3. ABCD Award Winner (88, 90, 91, 94, 95, 96, 00, 08)
4. Teacher of the year candidate: (94-95, 95-96) Farrington M.S.;

- (99-00) Gambold Middle School
- 5. One of Top Ten IPS Teachers (99-00)
 - 6. 1999 Disney's American Teacher Awards nominee
 - 7. 2000 Disney's American Teacher Awards nominee
 - 8. Side-by-Side Teaching Video filmed by SPED Dept. IPS (04)
 - 9. Led students to raise \$640.00 for Red Cross for Hurricane Katrina victims
 - 10. Raised over \$3,000.00 in donations for new sports uniforms in memory of former student
 - 11. Personally raised over \$15,000 in donations for Relay for Life—American Cancer Society (08-11)

VIII. Grant Writing

- 1. National Starch and Chemical Company \$10,000
- 2. ISATP (Department of Education) Award

YVONNE RAMBO

10171 Touchstone Drive

Fishers, IN 46038

ramboy@ips.k12.in.us

Home: 317-570-8509 Work: 317-226-4108 Cell: 317-459-8473

EDUCATION ADMINISTRATOR

Lead and oversee instructional curricular programs with state standards as the foundation

Strong educational leadership and administrative skills. Proven ability to meet AYP. Experienced in curricula development, instructional supervision and staff development. Skills include:

- | | |
|--|--|
| ■ Strategic Planning & Program Design | ■ Instructional Audits & Interventions |
| ■ Staff Development | ■ Achievement Data Analysis |
| ■ Curriculum Design | ■ Cultural Competence |
| ■ Reading Program Development | ■ Collaboration and Teamwork |
| ■ Standard-based Instruction & Mapping | ■ Community & International Partnerships |
-

PROFESSIONAL EXPERIENCE

Principal

2002 to present

Farrington Middle School and Gambold Middle School
Indianapolis Public Schools, Indianapolis IN

Develop and administer the general school routine and coordinate all activities within the school community. Led a multi-million dollar renovation project over two years. Observe, counsel, and motivate professional staff toward attaining the educational goals of the District. Evaluate school programs and practices, curriculum content and pilot programs. Maintain an educational philosophy and school climate which encouraged a cooperative and collaborative attitude on the part of faculty, staff, and students. Key accomplishments include:

- Led two low performing middle schools to increased student performance, achieving AYP
- Developed effective instructional intervention programs to meet the needs of all students including ESL, Special Education, and General Education

Assistant Principal

1998-2002

Harshman Middle School
Indianapolis Public Schools, Indianapolis IN

Oversaw school curriculum, ensured teaching of the written curriculum, helped staff use curriculum resources and led curriculum development activities. Identified curricula and extra curricula needs by analyzing programs and student achievement. Regularly used the results of the student assessment data to identify problems and implement program improvements. Developed and maintained positive staff morale. Key accomplishments included:

- Developed a data driven standardized testing program that produced increased student achievement
- Implemented a comprehensive attendance incentive program in collaboration with parents and community partners

YVONNE RAMBO

Math Teacher

1990 - 1998

Broad Ripple HS, Edison Middle School, New Beginnings Alternative School
Indianapolis Public Schools, Indianapolis IN

Taught in the areas of pre-algebra, algebra and geometry. Designed and presented comprehensive lesson plans, which incorporated differentiated instruction and authentic assessment, ensuring that each student was able to retain and understand the standards. Developed practical, relevant and rigorous unit-based projects. Offered after-school tutoring to help struggling students improve their critical thinking and problem solving skills. Key accomplishments included:

- Developed, implemented and taught math in the district's first Alternative Education Programs
- Designed and implemented the first standards based math curriculum in the schools

Math Teacher

1985 - 1990

East Jr. High, District 11
Colorado Springs, CO

Taught 7th, 8th and 9th grade math. Designed differentiated lesson plans for special education and ESL students. Implemented alternative assessments that included problem solving. Sponsored extra-curricular programs including student council and STARS drug prevention program. Participated as faculty liaison on community advisory council and PTO. Key accomplishments included:

- Collaborated with Special Education department to develop a co-teaching model
- Developed and implemented a peer counseling program and a drug prevention model

Assistant Dean of Students

1982 - 1985

Colorado College
Colorado Springs, CO

Assisted the Dean in addressing the developmental needs of students. Developed and implemented guidelines for student conduct and a discipline plan with rules and consequences for student behavior. Provided for enrichment education for students through such activities as extended classroom activities, athletics, student government, etc. Administered fiscal and personnel functions and responsible for facilities management. Key accomplishments included:

- Developed and implemented an effective mentoring and internship program for students
- Designed a peer counseling program for teens dealing with drug prevention, depression and loss

AWARDS & AFFILIATIONS

National Middle School Association Distinguished Educator of the Year, 2010

Lilly Endowment Award Winner

NAACP Member

Indiana Principals' Leadership Academy Graduate and Facilitator

Phi Delta Kappa

National Middle School Association

Indiana Middle Level Education Association Member and State Board Member

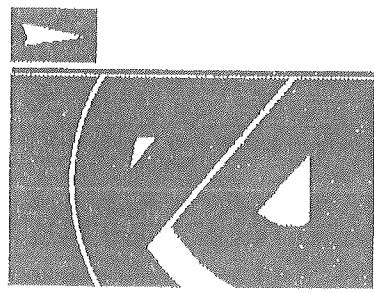
Indiana Schools to Watch Applicant/Finalist

EDUCATION

Administrative Certification, Indiana University, IUPUI,
Indianapolis, IN, December, 1995

Master of Arts: Personnel Administration/HIGHER EDUCATION, Ball State University,
Indianapolis, IN, December, 1990

Bachelor of Science: Mathematics/Secondary Education, Ball State University,
Muncie, IN December, May, 1980



INDIANAPOLIS EDUCATION ASSOCIATION

6910 N. SHADELAND AVENUE, SUITE #100,
INDIANAPOLIS, INDIANA 46220

TELEPHONE: (317) 598-8484 1-800-638-7739
FAX: (317) 598-8465 HOTLINE: (317) 598-8488

July 28, 2011

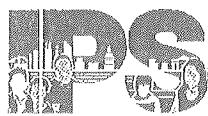
To whom it may concern:

The Indianapolis Education Association (IEA) in collaboration with the Indianapolis Public Schools (IPS) will work in developing the School Improvement Grant (1103g). We are committed to eliminating barriers for the implementation of the model, with the understanding that nothing in this grant will violate or affect our Master Agreement with IPS and/or state/federal statutes. We further understand that the IEA will be notified for discussion and collaboration on any changes that affect teacher evaluations, financial incentives for all content areas, hiring and dismissal procedures and the length of the school day.

Respectfully submitted,

Ann Wilkins, President IEA





Indianapolis Public Schools

The John Morton-Finney Center for Educational Services

120 East Walnut Street
Indianapolis, IN 46204

TEL 317-226-4411 • FAX 317-226-4936

Eugene G. White, Ed.D.

Superintendent

June 30, 2011

Dr. Tony Bennett
Superintendent of Public Instruction
Indiana Department of Education
Indiana State House
Indianapolis, Indiana 46204

Dear Dr. Bennett:

As Superintendent of the Indianapolis Public Schools (IPS), it is my pleasure to write this letter of support of the important work of the School Improvement Grant Initiative (the Grant), under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will move into Phase II (2011-12) of a multi-year plan to “turnaround” its persistently lowest-achieving schools (identified by the Indiana Department of Education as Tier I and Tier II schools).

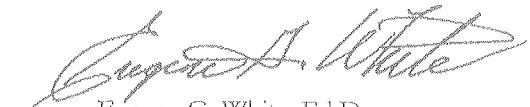
The support the District received from the funding of Phase I of the School Improvement Grant Initiative enabled IPS to implement cutting edge, research-based educational initiatives (Turnaround Model) in two of our lowest achieving high schools, George Washington Community High School and John Marshall Community High School. These initiatives helped improve teacher pedagogy and increase student achievement and including the following: 1) a *data coach* who worked with teachers and administrators on a daily basis to drill down the student assessment results (ISTEP+, benchmarks, scrimmages, etc.) so that strategies could be identified for improvement; 2) highly qualified *instructional mentors* who observed teachers teaching each day and provided them with written and verbal feedback on improving the instructional process; 3) a *reading apprentice coach* who provided research based reading strategies for teachers to improve the reading comprehension of each student; 4) a *nationally renowned consultant* in student behavior management who collaborated with teachers in identifying student discipline issues and implementing research based strategies to eliminate these issues; 5) *Cadre Members* (fully licensed teachers) who assisted with classroom instruction and taught classes when the regular teacher attended a professional development activity; 6) *Achieve 3000*, a computer reading program that identified students' reading levels and through specialized activities moved their reading ability to a higher level; and, (7) *teacher and student incentives* for making substantial progress in the teaching and learning process.

Dr. Bennett, the members of the Board of School Commissioners and I are committed to continuously support all aspects of the Turnaround Model in the five (5) new Turnaround Schools: Elementary school Joyce Kilmer #69, Northwest Community High School, Thomas Carr Howe Community High School, Emma Donnan Middle School (7-8), and H. L. Harshman Middle School (7-8). I also wholeheartedly support the following elements that will be in place for Phase II of the Grant, and know that their continued implementation will bring our schools and student learning to an even higher level of proficiency:

- The newly created district Turnaround Office will support the efforts of turnaround schools to substantially improve classroom instruction and dramatically increase student achievement.
- Data will be used to drive decision-making, e.g., to inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Schedules will be established and strategies used to provide increased learning time.
- Appropriate social-emotional and community-oriented services will support teachers and students.
- The principal will be replaced (if they have served more than two years in the existing school) and at least 51 percent of staff will be replaced in the SIG turnaround school (effective for the 2011-12 school year).
- Operational flexibility will be provided to the turnaround principals for hiring, retaining, transferring and replacing staff. Turnaround principals will have the authority to remove ineffective teachers, across the school year, and the district's Turnaround Director and Associate Superintendent will enable responsive action, as needed.

The Indianapolis Public Schools system supports in any way necessary the implementation of Phase II of the School Improvement Grant Initiative. We are grateful to have this opportunity for this significant support provided by the Grant's funding to continue improving the teaching process and student achievement in each of our schools.

Sincerely,



Eugene G. White, Ed.D.
Superintendent
Indianapolis Public Schools